

GUILFORD COLLEGE LIBRARY



CLASS *V289.677* BOOK *G9J6*

ACCESSION *29422* /

GIFT

V. 24-25

DATE DUE

~~DEC 22 1989~~

GAYLORD

PRINTED IN U.S.A.





GUILFORD COLLEGE BULLETIN

VOLS. 24-25

1931-1932

Digitized by the Internet Archive
in 2011 with funding from
University of North Carolina at Chapel Hill

Guilford College

1931-1932

SEPTEMBER

The college opens with the largest enrollment in its history. Fifteen of the freshmen may easily be classed outstanding students.

Mr. and Mrs. Algie I. Newlin resume work at the college after extended study at the University of Geneva.

One of the professors receives a letter from a former graduate from which we copy the following:

"I think I shall never realize, all at once, the value of those four years I spent at Guilford College. They were a series of wonderful experiences for me. The students, the instructors, and the place itself buried themselves deeply in my heart, and I feel that always I shall grow increasingly better and stronger because of the richness of spirit and character which they imparted to me."

OCTOBER

On receiving the report of Guilford College, the secretary of the Southern Association writes as follows:

"Your report came in late this afternoon. It is about the most attractive report that has come to this office this year. The person who attended to the details of its preparation is certainly to be commended."

Dr. Hobbs, President Emeritus, is writing a history of the college.

NOVEMBER

Professor F. C. Shepard opens a psychological laboratory in the basement of King Hall.

November 21 is big Home-Coming Day, football game with Elon in the afternoon, old-fashioned supper at Founders Hall, faculty play in the evening. A wide representation of the alumni from oldest to youngest classes spend the afternoon and evening at their college home.

DECEMBER

We honor the football team with a banquet. The season was fine, though short of the championship.

The new curriculum and the educational program of the college is presented by President Binford in Montgomery, Alabama, to the deans attending the meetings of the Association of Colleges and Secondary Schools of the Southern States.

The commission on higher education of the Association of Colleges and Secondary Schools of the Southern States sends the following communication after examining the triennial report of Guilford College:

"We are very glad to note improvement in your institution, and because of this we have removed your condition as to membership."

December 30 — The United Bank in Greensboro closes, tying up about \$1200.

The College Choral Society, composed of about 120 voices, gives its fifth annual production of Handel's oratorio, the Messiah. A great crowd is present to hear it.

Dean Milner speaks at the National Spiritual Emphasis Conference of the Young Men's Christian Association in Buffalo. He was also American speaker at an international Youth Conference at Toronto in August.

JANUARY

January 28—The salaries due January 1 were paid.

January 18—The Commercial National Bank of High Point closes, tying up \$5000 of the current funds.

FEBRUARY

The 22nd. The college celebrates the bi-centennial of George Washington's birthday with appropriate exercises by the faculty and students and the planting of trees on the campus.

ketball team finishes out its season next to the top in the Little Six Conference.

February 24—The faculty votes to donate from their salaries \$6800 and to increase the donation to \$9500 provided friends of the college will contribute a like amount toward meeting the deficit for the year.

MARCH

The Dramatic Council presents Maeterlinck's play, the "Betrothal."

The Choir takes a Northern trip during the Spring Vacation, singing at: Richmond, Virginia; Washington, D. C.; Wilmington, Delaware; Atlantic City, New Jersey; Pleasant Valley, New York and Mount Airy, Maryland. This trip was made without expense to the college.

APRIL

The Trustees devote much time to the study of the situation in regard to our endowment funds. On April 11, the Trust Department of the Commercial National Bank of High Point releases the endowment securities. They are now in the hands of the Trustees and active efforts are being made to collect the interest due. Naturally there has been a decrease in the value of the securities. If a liquidation were forced now, there would be a decrease in the endowment. It

is hoped, however, that by carefully nurturing the investments, there will not be any great loss in the value of our funds.

April 8—Salaries due February 1 are paid.

April 23—The track team defeats Wake Forest in a dual meet at the college. The score is 89 to 37.

The baseball team is competing with a close margin for the championship of the Little Six Conference.

Our team holds its place as champions of the Little Six in tennis.

April 16—A thousand and fifty children from the public schools of the county sing at Guilford College.

In strength of faculty, in scholastic achievements of faculty and students, in the high standard of student activities, in the administration of a thorough-going educational program, the college never had a better year than that of 1931 and 1932. In the administration of the financial program, however, we probably have not had a more difficult year since the reconstruction days following the Civil War. The members of the faculty are carrying the burden. They need the loyal support of all the friends of the college. With the same strong faculty for the coming year, Guilford may be expected to do an even more outstanding piece of educational work.



GUILFORD COLLEGE

BULLETIN OF INFORMATION

CATALOGUE NUMBER
1930-1931

Announcement
1931-1932

PUBLISHED BI-MONTHLY
BY
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA

Entered at Guilford College, N. C., as second-class matter
under act of Congress August 24, 1912



GUILFORD COLLEGE

BULLETIN OF INFORMATION

CATALOGUE NUMBER
1930-1931

Announcement
1931-1932

PUBLISHED BI-MONTHLY
BY
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA



ACADEMIC CALENDAR

1931

June 1st Commencement
June 2nd Registration, Summer School 1931
August 4th Close of Summer School

OPENING, FALL 1931

September 4th Registration of Freshmen
September 8th..Registration of Sophomores, Juniors and Seniors
September 9th Class Work Begins
October 17th Examinations for Removing Conditions
November 9th First Quarter Ends
November 26th Thanksgiving Holiday
December 19th, 11:30 a.m. Christmas Holidays Begin

1932

January 4th, 1:15 p. m. Christmas Holidays End
January 15th, p.m., to 22nd, inclusive..Mid-Year Examinations
January 23rd Second Semester Begins
March 12th Examinations for Removing Conditions
March 26th Third Quarter Ends
March 26th Spring Holidays Begin
April 2nd, 8:00 a.m. Spring Holidays End
May 23rd to May 28th Final Examinations
May 28th Senior Class Day
May 29th Baccalaureate Service
 Sermon before the Christian Associations
May 30th Commencement Day
 Conferring of Degrees
 Commencement Address
May 31st Registration for Summer School, 1932
August 2nd Close of Summer School

ADMINISTRATIVE BOARDS

BOARD OF TRUSTEES

Term Expires

C. P. Frazier, Greensboro, N. C.	1931
W. E. Blair, Greensboro, N. C.	1931
Zeno H. Dixon, Elkin, N. C.	1932
David White, Greensboro, N. C.	1932
D. D. Carroll, Chapel Hill, N. C.	1933
C. F. Tomlinson, High Point, N. C.	1933
Joseph D. Cox, High Point, N. C.	1934
Paul C. Lindley, Pomona, N. C.	1934
D. R. Parker, High Point, N. C.	1935
J. Elwood Cox, High Point, N. C.	1936
Richard L. Hollowell, Greensboro, N. C.	1936

AUXILIARY COMMITTEES

Advisory Committee

Term Expires

Hetty O. Hollowell	1931
Myrtle Tomlinson	1931
Alice Paige White	1931
Elva J. Blair	1932
Helen T. Binford	1932
Notre M. Johnson	1932
Roxie D. White	1932
Mary M. Petty	1933
Lelia D. Hill	1933
Bertha E. Cox	1933

Girls Aid Committee

In Charge of New Garden Hall

Helen T. Binford	Guilford College, N. C.
Marguerite C. Kerner	Greensboro, N. C.
Laura P. Hodgins	Greensboro, N. C.
Ada Blair	High Point, N. C.
Sarah R. Haworth	Burlington, N. C.
May R. Cox	High Point, N. C.
Ida E. Millis	Guilford College, N. C.
Evelyn M. Haworth	Guilford College, N. C.
Rachel F. Taylor	High Point, N. C.
Arta Barker	High Point, N. C.
Maryanna White Johnson	Greensboro, N. C.
Callie Cude	Winston-Salem, N. C.
Dovie Hayworth	Greensboro, N. C.
Gertrude Hobbs Körner	Charlotte, N. C.

Honorary Member

Adelaide E. White	High Point, N. C.
-------------------------	-------------------

STANDING COMMITTEES OF THE BOARD OF TRUSTEES

Auditing and Finance—R. L. Hollowell, C. P. Frazier.

Boarding Department—C. P. Frazier, Zeno H. Dixon, W. E. Blair.

Buildings and Grounds—R. L. Hollowell, D. Ralph Parker, Paul C. Lindley.

Endowment Fund—J. Elwood Cox, David White.

Farm Committee—Paul C. Lindley, W. E. Blair.

Officers and Faculty—D. D. Carroll, Jos. D. Cox, C. F. Tomlinson, D. R. Parker, W. E. Blair, Raymond Binford.

COLLEGE OFFICERS OF ADMINISTRATION

RAYMOND BINFORD *President*

CLYDE A. MILNER *Dean*

BERTHA M. B. ANDREWS *Dean of Women*

KATHARINE C. RICKS *Librarian*

N. ERA LASLEY *Registrar*

ERNESTINE C. MILNER

Personnel and Vocational Guidance

EDGAR T. HOLE *Financial Agent*

MAUD L. GAINNEY *Treasurer*

ELIZABETH BRUCE *Dietitian*

EDNA C. HAVILAND *Matron Founders Hall*

EMILY R. LEVERING *Matron New Garden Hall*

MAMIE B. ANDERSON, *Matron Cox and Archdale Halls*

FACULTY COMMITTEES

Athletics for Men—F. Carlyle Shepard, E. G. Purdom, J. Wilmer Pancoast, John P. Anderson.

Athletics for Women—Bertha M. B. Andrews, Dorothy Gilbert.

Campus—L. L. Hobbs, J. Paul Reynolds, K. C. Ricks, Eva G. Campbell.

Credentials—N. Era Lasley, F. Carlyle Shepard, Samuel L. Haworth, Clyde A. Milner.

Debates—Clyde A. Milner, Elwood C. Perisho, Philip W. Furnas, Duane McCracken.

Examinations—J. Wilmer Pancoast, Ernestine C. Milner, Paul Reynolds.

Executive—Raymond Binford, L. L. Hobbs, Samuel L. Haworth, Bertha M. B. Andrews, Era Lasley, Clyde A. Milner.

High School Day—F. Carlyle Shepard, Bertha M. B. Andrews, John P. Anderson, Elizabeth Bruce.

Lectures and Entertainment—J. Wilmer Pancoast, Elwood C. Perisho, Maud L. Gainey, Helen T. Binford, Max Noah, Ernestine C. Milner.

Library—Katharine C. Ricks, Dorothy Gilbert, J. Franklin Davis, N. Era Lasley, Philip W. Furnas, E. G. Purdom, R. G. Frounick, Clyde A. Milner, Mari Luise Huth.

Personnel—Clyde A. Milner, F. Carlyle Shepard, John P. Anderson, Duane McCracken, E. G. Purdom, Bertha M. B. Andrews, Dorothy Gilbert, Elizabeth Bruce, N. Era Lasley, Emily R. Levering, Katharine C. Ricks, Edna C. Haviland, Ernestine C. Milner.

Vocational Guidance—Mrs. Milner, Mr. Shepard, Mrs. Andrews, Mr. McCracken, Miss Bruce, Dr. Perisho.

Student Affairs—Miss Lasley, Miss Gilbert, Mr. Purdom, Mr. Reynolds.

Girls' Conduct—Mrs. Andrews, Mrs. Levering, Miss Haviland, Miss Ricks.

Men's Conduct—Mr. Milner, Mr. Anderson, Mr. Purdom, Mr. Shepard.

Absences—Miss Lasley, Mrs. Andrews, Mrs. Levering, Mr. Milner.

Publications—Samuel L. Haworth, N. Era Lasley, Philip W. Furnas, Clyde A. Milner.

Social—Bertha M. B. Andrews, Clyde A. Milner, Helen T. Binford, J. Wilmer Pancoast, E. G. Purdom, Edna C. Haviland, Gail Wilbur.

FACULTY

RAYMOND BINFORD *President of the College
and Professor of Biology*

B.S., Earlham College, 1901; M.S., University of Chicago, 1906; Fellow in Johns Hopkins University, 1911-1912; Ph.D., Johns Hopkins University, 1912; Scientific Assistant at United States Fisheries Laboratory, Beaufort, N. C., summers 1908-1911; Instructor in Invertebrate Zoology, Marine Biological Laboratory, Woods Hole, Mass., summers 1912-1917; Professor of Biology and Geology, Guilford College, 1901-1914; Professor of Zoology at Earlham College, 1914-1918; President of Guilford College, since 1918.

LEWIS LYNDON HOBBS *President Emeritus*

A.B., Haverford College, 1876; A.M., Haverford College, 1883; LL.D., University of North Carolina and Haverford College, 1908; Principal New Garden Boarding School, 1878-1884; President Guilford College, 1888-1915; President Emeritus, since 1915.

JAMES FRANKLIN DAVIS *Professor of Greek and
Biblical Literature*

A.B., Haverford College, 1875; A.M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philosophy, Universities Leipzig and Strassburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Guilford College, since 1888.

ELWOOD CHAPPELL PERISHO *Lecturer, Professor of
Geology and Director of College Extension*

B.S., Earlham College, 1887; M.S., Earlham College, 1889; M.S., University of Chicago, 1895; Fellow University of Chicago, 1894-1895; LL.D., Earlham College, 1910; D.S., University of South Dakota, 1929; Assistant in Science, New Garden Boarding School, 1887-1888; Professor of Mathematics, Guilford College, 1888-1893; Assistant in United States Geological Survey (field work), 1894; Professor of Geology and Physics, Wisconsin State Normal, 1895-1903; Professor of Geology, University of South Dakota, and State Geologist of South Dakota, 1903-1914; Dean of the College of Arts and Sciences, University of South Dakota, 1907-1914; President of the State College of Agriculture and Mechanical Arts, South Dakota, 1914-1919; Educational Administrator and Lecturer, U. S. Army Educational Corps, 1919-1920; Member of Faculty American Army University, Beaune, France, 1919; Lecturer, Guilford College, since 1920.

J. WILMER PANCOAST *Professor of Mathematics*

B.S., Swarthmore College, 1901; Special Work at University of Pennsylvania, University of Cornell, University of Chicago, University of Wisconsin; Instructor in Mathematics, George School, Bucks County, Pennsylvania, 1902-1918; Guilford College, since 1919.

EVA GALBREATH CAMPBELL *Professor of Biology*

A.B., Ohio Wesleyan University, 1915; A.M., Ohio State University, 1919; Graduate Student, University of Chicago, summer 1916; Marine Biological Laboratory, Woods Hole, Mass., summer 1922; Graduate Student, Ohio State University, three summers and two semesters, candidate for Ph.D., 1931; Instructor in Biology, North Carolina College for Women, 1919-1924; Guilford College, since 1924.

SAMUEL L. HAWORTH *Professor of Biblical Literature and Religion*

Ph.B., Chattanooga University; A.M., Brown University; Graduate Student, Chattanooga University, 1908; Professor of Biblical Literature, Wilmington College, Wilmington, Ohio, 1908-1911; Graduate Student Brown University, 1911-1913; Minister in Friends Meeting, Minneapolis, Minn., 1913-1919; High Point, N. C., 1919-1923; Traveler and Student in Europe, 1923-1924; Guilford College, since 1924.

***ALGIE INNMAN NEWLIN** *Professor of History and Political Science*

A.B., Guilford College, 1921; A.M., Haverford College, 1922; Graduate Student Columbia University, summer 1923; Graduate Student University California, summer 1924; Graduate Student University of Wisconsin, summer 1925; Graduate Student Johns Hopkins University, 1926-1927; Graduate Student University of Geneva, 1929-1931; History, Burlington High School, 1922-1923; History, Pacific College, 1923-1924; Guilford College, 1924-1926, and since 1927.

DOROTHY LLOYD GILBERT *Associate Professor of English*

A.B., Earlham College, 1925; A.M., Columbia University, 1929; Teacher in Public High Schools of Ohio, 1922-1923 and 1925-1926; Director of Physical Education for Women, Guilford College, 1926-1927; Instructor in English, Guilford College, 1926-1928; Associate Professor of English, since 1929.

DUANE MCCracken *Professor of Economics and Business*

A.B., Penn College, 1918; A.M., University of Wisconsin, 1920; Ph.D., University of Minnesota, 1930; Teacher in Public Schools of Iowa, 1913-1914; Teacher of Economics, Hibbing Junior College, 1920-1922; Instructor and Graduate Student in Economics, University of Minnesota, 1922-1927; Professor of Economics and Business, Guilford College, since 1927.

*On leave of absence.

BERTHA MAY BELL ANDREWS*Dean of Women and
Director of Physical Education for Women*

Graduate of the Normal School of Gymnastics, now the Department of Hygiene, Wellesley College, 1904; The Bible Institute, Chicago, summer, 1906; Student of Spanish, Buenos Aires, 1909-1910; Columbia University, summer, 1926; Head of Department of Hygiene and Physical Education, Moses Brown School, 1904-1906; Acting Head of Physical Education, Miss Knox School, 1907-1908; Head of Department of Physical Education N. O. C. W., 1908-1909; Missionary in the Argentine Republic, 1909-1913; Head of the Department of Hygiene and Physical Education, Bates College, 1913-1917; Dean of Recreation Course for War Workers and Acting Head of the Division of Physical Education, National Board of the Y. W. C. A., 1918-1919; Organizer and Head of the Department of Hygiene and Physical Education, Colby College, 1921-1923; Dean of Women and Director of Physical Education for Women, Guilford College, since 1927.

PHILIP W. FURNAS*Professor of English*

A.B., Earlham College, 1913; A.M., Harvard University, 1916; Teacher of English, Oakwood School, 1913-1915; Instructor in English, Earlham College, 1916-1919 and 1921-1925; Graduate Student in English, Harvard University, 1915-1916 and 1925-1927; Professor of English, Guilford College, since 1927.

E. GARNES PURDOM . .*Associate Professor of Physics*

A.B., Centre College, 1923; M.S., University of Chicago, 1927; Instructor in Physics, Kentucky College for Women, 1922-1923; Instructor in Physics, Ashland, Kentucky, High School, 1923-1926; Graduate Student in Physics, University of Chicago, for five quarters, 1926-1927; University of Michigan two summers, 1929, 1930; Associate Professor of Physics at Guilford College, since 1927.

MAX STEPHEN NOAH*Professor of Music*

A.B., Iowa State Teachers College, 1927; Teacher's Diploma in Voice and Piano, Iowa State Teachers College, 1927; Concert Tour with Redpath Lyceum Bureau three seasons; Organist and Director of Music in the leading churches, Waterloo, Iowa, 1921, 1924-1925; Conductor of the City Male Chorus, Waterloo, Iowa, 1924-1926; Head of Department of Music, Guilford College, since 1927.

WILLIAM MILFORD LOFTON, JR.*Professor of
Chemistry*

A.B., Mississippi College, 1925; A.M., University of North Carolina, 1926; Ph.D., University of North Carolina, 1928; Professor of Chemistry Mississippi College, summer 1926; Teaching Assistant in Chemistry, University of North Carolina, 1925-1927; Professor of Chemistry, Guilford College, since 1928.

*EVA MILES NEWLIN *Associate Professor of
Modern Languages*

A.B., Pacific College, 1924; Traveler and Student in Europe, 1924-1925; A.M., Willamette University, 1926; Instructor in German, Willamette University Summer School, 1926; Professor of Modern Languages, Pacific College, 1926-1928; Guilford College, since 1928.

ROSS GILBERT FROUNICK *Associate Professor of
Latin and Spanish*

A.B., Syracuse University, 1914; A.M., Syracuse University, 1925; Graduate Student, University of Michigan, summers, 1916 and 1925; University of Chicago, summers, 1917, 1918, 1920, 1921; Syracuse University, summers, 1923, 1924; Columbia University, summers 1926, 1927; Student American Academy in Rome, Italy, summer, 1928; Professor of Latin and Modern Languages, Lebanon Valley College, 1920-1922; Instructor in Latin, Middlebury College, 1922-1923; Instructor in German, University of Maryland, 1923-1924; Instructor in German and Spanish, Michigan State College, 1924-1926; Guilford College, since 1928.

ELIZABETH CARENE BRUCE *Associate Professor of
Home Economics*

B.S., University of Georgia, 1921; A.M., Columbia University, 1928; Professor of Home Economics Georgia Normal School, 1921-1927; Associate Professor of Home Economics, Guilford College, since 1928.

FREDERICK CARLYLE SHEPARD *Professor of
Education*

A.B., University of North Carolina, 1921; A.M., University of North Carolina, 1925; Graduate Student, University of North Carolina, 1925-1927; Teacher of Science, Goldsboro, 1921-1925; Greensboro, 1928-1929; Guilford College, since 1929.

EDNA C. HAVILAND *Instructor in History*

A.B., Earlham College, 1911; Teachers College, Columbia University, summer 1917; School for Arabic, Lebanon Mountains, Syria, 1920; Student Hartford Theological Seminary, 1922; Teacher of Mathematics and Dean of Girls, Oak Grove Seminary, 1911-1918; Teacher, Friends Girls School, Palestine, 1920-1927; Guilford College, since 1929.

J. PAUL REYNOLDS *Instructor in Biology*

B.S., Guilford College, 1928; M.S., University of North Carolina, 1929; Teaching Fellow in Zoology, University of North Carolina, 1928-1929; Guilford College, since 1929.

* On leave of absence.

JOHN P. ANDERSON *Director Physical Education*

A.B., Hendrix College, 1924; Student University of Illinois, 1925; Peabody Summer School, 1925 and 1927; Summer School University of Michigan, 1926; Summer School Columbia University, 1929-1930; Athletic Director High School, Forest City, Arkansas, 1925-1926; Assistant Coach, Southern College, 1926-1927; Director Physical Education High School, Roanoke Rapids, N. C., 1927-1929; Guilford College, since 1929.

CLYDE A. MILNER *Dean of the College and Professor of Philosophy*

A.B., Wilmington College, 1921; A.M., Haverford College, 1922; B.D., Hartford Theological Seminary, 1924; University of Chicago, summer 1924; Student at Marburg University; University of Geneva; J. J. Rousseau Institute, 1927-1928, on the John S. Wells Fellowship; Dean of Men, Earlham College, 1924-1930; Instructor in Philosophy and Psychology, 1924-1925; Assistant Professor of Philosophy, 1925-1927; Professor of Psychology, 1927-1930; Guilford College, since 1930.

ERNESTINE COOKSON MILNER *Director of Personnel Work and Vocational Guidance*

A.B., Miami University, 1918; B.S., Miami University, 1919; Student National Training School of Y. W. C. A., summer 1920; A.M., Wellesley College, 1926; Graduate student at Ohio State University; Y. W. C. A. Secretary Miami University, 1918-1919; Instructor in McGuffey Model School Miami University; Y. W. C. A. Secretary Ohio State University, 1918-1923; Acting Dean of Women Ohio State University, summer 1923; Dean of Women Parsons College, 1923-1926; Dean of Women and Assistant Professor of Psychology, Earlham College, 1926-1930; Guilford College, since 1930.

MARI LUISE HUTH *Instructor in German*

Diploma in Music, University of Leipsic, 1913; Student at Berlin Universities one-half year, 1922; one-half year at Munich, 1923; Graduate Hamburg University, 1927; Teacher of Piano and Organist at Hamburg, Germany, 1927-1930; Piano instructor at Guilford College, 1925-1926; German, 1930.

JAMES L. FLEMING *Associate Professor of French*

B.S., Wake Forest, 1927; Student at Sorbonne, Paris, 1927-1928; Fellow to the Ecole Normal de Valence, 1928-1929; Student at the University of Paris and also taking work with the Alliance Francaise, the Institute of Phonetics and pupil in diction to Madame de Tovar of the Comidie Francaise; Guilford College, since 1930.

GAIL WILBUR *Instructor in Piano and
Public School Music*

Student in Piano for thirteen years with various instructors; Student of Voice for two and a half years; Student at the Columbia School of Music, 1912-1914; Student at the Northwestern University, 1928-1929; Student in various summer schools for eight summers; fourteen years' experience teaching in public schools and one normal school; Guilford College, since 1930.

ELIZABETH O. MEINUNG *Instructor in
Home Economics*

B.S., Salem College, 1917; Student at Columbia University for five summers; Teacher of Home Economics at Salem College for thirteen years; Part-time teacher of Home Economics at Guilford College, 1930.

HELEN T. BINFORD. . *Instructor in French and German*

A.B., Earlham College, 1907; Graduate student Earlham College, 1907-1908; Student of German at Hanover, Germany, and of French at Paris, 1909-1910; Professor of Modern Languages at Friends University, 1908-1909, and 1912-1913; Professor of Modern Languages Maryland College for Women, 1911-1912; Part-time instructor at Guilford College at various times since 1920.

GUILFORD COLLEGE

HISTORY

Guilford College had its beginning in the New Garden Boarding School, an academy chartered January 13, 1834, under the laws of the State of North Carolina. The New Garden Boarding School opened its doors in August, 1837, with an enrollment of fifty students—twenty-five boys and twenty-five girls—and was operated continuously for fifty-two years. On January 25, 1889, an amendment to the Act of Incorporation was enacted which granted the institution the authority to confer degrees and changed the name to Guilford College.

A preparatory department was operated in conjunction with the college until 1923; since that time only academic work of collegiate grade, leading to the degrees of Bachelor of Arts and Bachelor of Science, has been offered.

Guilford College is now classified as an A-Class College through membership in the Association of Colleges and Secondary Schools of the Southern States. It is similarly classified by the North Carolina Department of Education, in coöperation with the North Carolina College Conference. It is also on the list of colleges approved by the American Medical Association. The work of the college, therefore, is accepted at its face value in the certification of teachers and in the admission of students to the professional schools and universities throughout the nation.

This briefly is the story of the legal history of the college. The roots of its life, however, run deep into the entire history of the Colony and State of North Carolina. The Society of Friends in North Carolina was one of the first religious bodies to form a permanent organization. George Fox, the founder of the Society, visited North Carolina in 1672 and the records of Friends in North Carolina embrace a period of 233 years. Their desire to found an institution

of learning grew out of a conviction that a democratic fellowship, based on the individual responsibility characteristic of early Friends' meetings for worship, required an educated membership. It was founded, therefore, not so much to produce a trained ministry as to produce a trained society.

POLICY

The founders of New Garden Boarding School were interested, therefore, in establishing an institution where broad, liberal culture might be secured in homelike surroundings and under strong religious influences. This policy has been consistently pursued throughout the ninety-four years of uninterrupted service. It is the purpose of Guilford College to lay a broad foundation for life based on a knowledge of the literary, scientific, and social achievements of the race. To this foundation it hopes that its graduates will add a professional or technical training as a preparation for great and efficient living. Although Guilford College is not a professional school, it does offer work in education sufficient to meet the State requirements for the certification of teachers in the public schools and it does offer special pre-medical courses and other practical, scientific, business and pre-professional studies.

The enrollment of the college is limited to a group small enough so that every member may become personally acquainted with every other member. With such a number work may be carried on in a way to bring out the finest qualities of every individual in the college fellowship. With a student body of three hundred young men and women and a faculty of thirty, it is believed that the finest type of united, coöperative, sympathetic student work may be done. In a group of this size the individual is important. He counts for something. Everyone is essential to the well-being of the community as a whole.

RELIGIOUS INFLUENCES

Guilford College is under the control of the Society of Friends, but in its practice it is non-sectarian. Among its students are young people of many denominations. There is a daily chapel service which all attend. Both the Young Women's Christian Association and the Young Men's Christian Association occupy prominent places in the activity of the student body. At mealtime, in prayer meetings and in Sunday School work, faculty and students coöperate in the upbuilding of Christian character.

LOCATION

Guilford College is located on the Friendly Road in Guilford County, North Carolina, five and one-half miles west of the city of Greensboro. The entrance to the college grounds is one mile from the Guilford College station on the branch of the Southern Railway between Greensboro and Winston-Salem. The campus is happily situated in the rolling oak and hickory woodland of the Piedmont region which is noted for its mild and healthful climate.

Historically, this vicinity is rich with interest. A few hundred yards from the campus on the Friendly Road is the Dolly Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe Cannon," and three miles to the north the famous battle ground of Guilford Courthouse, now a national park. Near the campus granite stones mark the site of the old Yearly Meeting House used as a hospital at the time of the battle.

BUILDINGS AND GROUNDS

The College property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic fields occupy thirty acres. About half of the remainder has

been cleared for cultivation. The college maintains a dairy and truck garden.

The campus with its fine old oaks is the peer of any in the State. About it in a large quadrangle are grouped the ten principal buildings, all of which, except the gymnasium, are of brick, thoroughly substantial and pleasing in appearance.

Founders Hall stands at the end of the main driveway. This is the oldest building of the group. It was erected in 1837. In 1908 it was entirely remodeled and the second and third floors equipped as a dormitory for girls. On the first floor are the college dining room, the halls of the Philomathean and Zatasian Literary Societies, the office and apartment of the Dean of Women, and reception rooms. The home economics laboratory and class rooms are also in this building.

Archdale Hall was erected in 1886, and was named in honor of the Quaker Governor, John Archdale. In 1927, this building was completely renovated and will now accommodate comfortably forty men. On the first floor are the Men's Center and a committee room for student activities.

Y. M. C. A. Hall was built in 1891 for the Young Men's Christian Association. On the first floor are the Y. M. C. A. hall and music rooms. The second floor has been made into two handsomely equipped literary society rooms for the Websterian and Henry Clay Societies.

Memorial Hall was erected in 1897 by the former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon. It contains the administrative offices, book store, postoffice, chemical laboratory and lecture room, biological laboratory, auditorium, office of the student publications, *The Guilfordian*, and *The Quaker*, and museum.

New Garden Hall was erected in 1907 by the Girls Aid Committee of North Carolina Yearly Meeting for the girls who wish to reduce expenses by cooperative housekeeping.

The hall affords accommodations for fifty-six girls, besides a reception room and living room for the matron. In recent years, student service has been extended to the other dormitories, but the income from the Girls Aid endowment is still used for the maintenance of New Garden Hall and for loans and appropriations to needy young women.

The Library. The present library building was erected in 1909 with the aid of a donation by Andrew Carnegie. It is modern in its appointments, having a fire-proof stack room with steel shelving and a large vault. It is in this vault that the early minute books of most of the Quaker Meetings in North Carolina and many other manuscripts of great historical value are stored. These have been carefully classified and catalogued and are used extensively for historical and genealogical research.

The Library contains 12,000 volumes. The Carnegie Corporation has granted the college \$8,000 to be used in the purchase of books during the next four years. This, together with other extensive improvements, is making the Library the center of the intellectual life of the college. A small group of students is admitted to the Library for a special study of the technique of the care and administration of a library.

The reading room is well supplied with the State papers and the best magazines and periodicals representing general literature and the special departments.

King Hall. The present King Hall is the third building so named, the former two having been destroyed by fire. The building as now constructed contains seven class rooms, the physics laboratory and the laboratory for freshman science.

Cox Hall is a dormitory for young men. The three center sections were built in 1912 and two new sections were added in 1917. This building will accommodate 104 students. The sections have separate entrances and are divided from each other by solid fireproof walls. On each floor of each section

there are four rooms and each group of four has its own shower bath and lavatory. There is hot and cold water in each room.

The Museum. The cabinet of natural history contains specimens representing a wide range of natural objects which are of great value for illustrating the work in biology, geology, and chemistry. The display of these objects is of real interest to the many visitors at the college.

The Gymnasium, erected in 1898, contains a basketball floor 50 by 76 feet and two galleries for spectators at intercollegiate contests.

Athletic Fields. The athletic equipment is large enough to enable every student in College to secure an abundance of outdoor exercise.

The Hobbs Athletic Field is a carefully graded tract of three acres, adapted to football, soccer, baseball, and track and field work. It is surrounded by a quarter-mile running track with a 100-yard straightway.

There are ten sand-clay tennis courts on the campus, giving room for all to play who desire to do so.

The Laboratories. The College possesses four laboratories: Chemistry, Physics, Biology, and Home Economics. These laboratories are equipped with modern apparatus and offer adequate facilities for up-to-date scientific work in the leading sciences.

THE MEETING HOUSE

The first New Garden Meeting House was built in 1751. The present building was erected in 1912 to accommodate the sessions of North Carolina Yearly Meeting of Friends and to supply the college community a place for worship. It serves as a real center for the spiritual life of the college.

ENDOWMENT

More important than the buildings and equipment for guaranteeing the permanent quality and success of the work of a college are the Endowment Funds which supply an income to supplement the tuition charges in meeting the operating expenses of the institution. Within recent years the endowment of the college has been substantially increased. The total fund now amounts to \$600,000. Our friends have established many special funds for the support of scholarships, the care of buildings and grounds, and the maintenance of special departments of instruction. The plant and the endowment are now estimated to be worth \$1,080,000.

REQUIREMENTS FOR ADMISSION

Graduation from an accredited high school or the equivalent is required for admission to Guilford College except in the case of special students.

Candidates for admission to the Freshman Class must have completed the required subjects listed below.

Applicants will be admitted without examination upon the presentation of a certificate of graduation from an accredited high school.

Applicants who are not graduates of an accredited high school must present a record of the work they have done and a certificate showing that the college entrance examination has been passed.

SUBJECTS REQUIRED

Entrance certificates must show the completion of the following units in order to secure Freshman standing:

English	3	units
Algebra	1½	units
Plane Geometry	1	unit
Foreign Language	2	units
History	1	unit
Electives	6½	units

A high school course taken five periods a week for one school year is valued at one unit.

Not less than two units will be accepted in any one language, unless presented as an elective.

Students who intend to major in Mathematics or one of the sciences to receive the degree of Bachelor of Science should, if possible, present French or German for entrance.

The amount of credit given for work in Natural History, General Science, Physics or Chemistry will depend upon the laboratory work done in connection with the course as shown by a laboratory notebook, which the applicant must submit

in order to receive credit amounting to more than one-half unit.

The entrance credit allowed for vocational work will depend upon the nature of the work done and upon the notebooks or other records which the student may submit.

One unit in Biblical Literature is accepted from Sunday Schools which comply with the standards set by the Council of Church Boards of Education.

ELECTIVE SUBJECTS

The electives must be selected from the following subjects:

<i>Subjects</i>	<i>Maximum Units</i>
English	4
Social Science, including History and Civics	5
Mathematics, Algebra, Plane and Solid Geometry and Trigonometry	4
Greek	3
Latin	4.7
French	3
German	3
Spanish	2
Physiography	1 or .5
General Science	1 or .5
Biology	1 or .5
Botany	1 or .5
Zoology	1 or .5
Physiology	1 or .5
Chemistry	1 or .5
Physics	1 or .5
Drawing	1
Vocational Subjects	
Commercial Geography .....	.5
Agriculture	2
Manual Training	2

Home Economics	2
Stenography	1
Commercial Arithmetic	1
Bookkeeping	1
Bible	2
Music	2
Expression .....	.5

ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a complete record of entrance credits.

SPECIAL AND IRREGULAR STUDENTS

Persons twenty-one years old or older, who are not candidates for a degree and who may not have completed the high school course, may be admitted as special students. No special student will be permitted to register for less than twelve hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared. Graduates of accredited high schools who have not completed the required subjects listed on page 21 will be classed as irregular students.

SPECIAL EXAMINATIONS

Examinations for the removal of conditions will be held in October and March each academic year. A student applying for these examinations must notify the Registrar at least two weeks before the date of examination.

Conditions should be removed at the first regular examination period after receiving a conditional grade. In order

to take a re-examination, a student must submit a statement from some responsible person that he has covered the ground in review. If he is not prepared at the first re-examination date after the conditional grade is received, he may take an examination on the second date by paying a fee of two dollars. A student who makes application for a re-examination, and does not take it, forfeits his right for a re-examination at a later date. If he fails one re-examination in a course, he must repeat the course to get credit. Should the absence from school or illness prevent the student from taking any examinations, another opportunity will be allowed.

GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole of the previous semester. The grades attained are indicated by letters, *A*, *B*, *C*, *D*, and *E*. *A* indicates a grade from 91 to 100; *B* from 81 to 90; *C* from 70 to 80; and *D* from 50 to 69; and *E* below 50. The numerical grades do not appear on the reports. Failure is indicated by a grade of *D*. Such a grade carries with it the privilege of taking a special examination. An *E* grade for the semester indicates that the course must be repeated in order to secure credit for it.

CHANGING CLASSIFICATION

No student shall be allowed to change his classification without the consent of the Registrar and the heads of the departments concerned. Only under very exceptional circumstances will such changes be allowed later than two weeks after registration. A student who drops a course later than one month after the beginning of the semester will have a failure recorded for the course.

REQUIREMENTS FOR GRADUATION

Graduation is based on four years of study beyond the high school course. Each year consists of thirty-six weeks of study. The work is measured in semester hours. One semester hour represents one recitation and two hours of preparation, or the equivalent, each week for eighteen weeks. To obtain a bachelor's degree a student is required to complete a minimum of 128 semester hours and make an average grade of 75%.

A degree will not be given to any one who has done less than one year of work in residence at Guilford College, and the last half year of the work required for the degree must be done in residence. In the application of this rule twelve semester hours will be considered one-half year's work.

In planning a college course two phases of work must be provided for. First, provision must be made for a widening of the intellectual horizon by excursions into the various fields of knowledge. Second, an opportunity must be provided for a student to do extensive study in the special field in which his personal interests lie. So far as the intellectual requirements for graduation go, the difference between the various colleges lies in their methods of meeting these two needs of the student. Some arrange the courses offered into three or more groups, and require the student to select a certain number from each group. Other colleges select from the different departments certain courses which they require all the students to take. The assumption has been made that introductory courses taken in any order would adequately serve the purpose of widening one's culture. The failure of the college graduate to have any general comprehension of the relationships of the various fields of knowledge or of the relationship of this knowledge to life's problems hardly justifies the assumption that an arbitrary selection of courses is efficient or even defensible. A much better assumption is that there is a logical order in which to proceed and that it is desirable to bring this knowledge into practical relationship with life problems.

COURSE OF STUDY

The outline given below shows the general program for the college course. The subjects printed in ordinary type above the black line are required of all students. The foreign language may be Greek, Latin, French, German or Spanish, unless the choice is limited by the department in which the student is majoring. A choice is allowed between college algebra and mathematical analysis, except for students who intend to do further work in mathematics. They must take college algebra. The head of the department of Religion may allow some choice in the courses that may be taken to fulfill the requirement in Biblical literature.

In deciding what course to pursue in meeting the requirements of major and related subjects, students should consult their faculty advisers or the head of the department in which they are planning to major.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
6 Natural Science	6 Psychology and Social Science	6 Social Science	6 Philosophy and Religion
6 English	6 Literature and Art	6 Biblical Literature	6 <i>Elective</i>
6 Foreign Language	6 Foreign Language	6 Major or Related Subject	6 Major or Related Subject
6 Mathematics	6 Major or Related Subject	6 Major or Related Subject	6 Major or Related Subject
6 MAJOR	6 MAJOR	6 MAJOR	6 MAJOR
2 Physical Education	2 Physical Education	2 Physical Education	2 Physical Education

In selecting the required subjects outlined on page 26 we have tried to proceed in a historical and logical order. English, Foreign Language and Mathematics are considered tools with which one does intellectual work. They should, therefore, be mastered early in the college course. The natural sciences preceded psychology and the social sciences in the order of their development and they also, in a way, form the basis on which the other sciences are built. The natural and social sciences furnish the materials out of which a philosophy is built. A knowledge of the fine arts is highly valuable for the understanding of man and his social relationships and Biblical literature may well be considered a prerequisite to the study of Christian philosophy. By means of informal discussion groups we shall be able to point out the contributions that the natural and social sciences make to an understanding of our daily life and problems.

In the section of the curriculum marked "major and related subjects," the student has an opportunity to exercise his personal preferences and to follow some special line of study with the purpose of mastering it. He will first choose his major subject; then he will turn to the department in which his major is found and learn what related subjects are proposed. Chemistry is related to Biology; Physics is related to Mathematics. A student taking one should take the other. There will be a considerable range of choice allowed in the related subjects, but a student should bear in mind that the related subject chosen in the Sophomore year is to be continued through the Junior and Senior years and the related subject chosen in the Junior year is to be continued through the Senior year. Students expecting to teach should begin a study of Education as a related subject in the Sophomore year and should continue it through the next two years. Students who have any prospect of doing graduate work should continue the study of French and German through the Sophomore and Junior years as subjects related to the major. A reading

knowledge of these two languages is necessary for the satisfactory pursuit of graduate work.

A student must do a minimum of 24 semester hours' work in the subject he has chosen for his major and must make an average grade of 81% in that subject in order to be allowed to continue to major in it.

Candidates for the degree of bachelor of arts must elect their majors from the departments of Religion, English, Philosophy, French, German, Greek, History, Economics, Latin, or Music. Candidates for the bachelor of science degree must elect their majors from the departments of Biology, Chemistry, Home Economics, Mathematics, or Physics.

Proficiency in the use of the English language is required of all students. This will be determined by standard tests. All students are required to take six hours of English in the first year, but students who cannot prepare themselves to pass the standard test by a course of six hours will be required to take more.

Each student is required to learn at least one foreign language. Some will be able to do this in two years. Others may require a longer time. A standard test will be provided to determine whether or not a foreign language has been learned.

No student shall be admitted to a third year of work in any subject without the consent of the head of the department.

EXTRA HOURS

No student shall be allowed to carry more than eighteen hours of college work without special permission of the faculty and never more than twenty-one hours.

Piano and voice lessons shall be counted in the maximum number of hours a student may carry.

No student is eligible to take extra hours unless he has passed all his work and made an average of B during the preceding semester.

THESIS

A dissertation on some scientific or literary subject is required of all Seniors. The subject must be related to a department in which the student has done at least eighteen hours work.

Third year students who have a general average of 85% or more on all their subjects or who have an average of 90% or more on their major subjects will be allowed to make six semester credits on a senior thesis provided the subject is chosen before September 10th. The subject must be a major subject and the outline for the work approved by the head of the department and the committee appointed from the faculty.

PHYSICAL EDUCATION

Eight hours of the requirements for graduation must be in *Physical Education*, two hours of which may be earned each year during the college course.

PROFESSIONAL COURSES

Courses are arranged to meet the needs of those students who are planning a professional career. Pre-medical, pre-engineering, pre-law courses and courses for religious workers are given special consideration. Courses for those planning to teach are arranged so that the students may meet the State requirements for the certification of teachers and at the same time meet the requirements for a degree from Guilford College. The department of economics and business provides special training for business management and clerical work.

OUTLINE OF COURSES

The courses of instruction are numbered in accordance with a uniform plan. Odd numbers indicate the first semester, even numbers the second semester of the academic year. Courses designated 1-2, 23-24, etc., run through the first and second semesters, beginning with the first semester. Students should consult the head of the department concerned with regard to their selection of courses.

ANCIENT LANGUAGES

LATIN

The aim of the work in the Latin Department is three-fold: linguistic, historical, and literary. It seeks to give the student not only a thorough knowledge of the grammatical structure of the Latin language, but also a foundation for the acquisition of a better understanding of the modern languages; in the various courses the historical background, especially in its more human aspects, is emphasized with the purpose of giving the student a comprehensive view of ancient life; and, finally, Latin literature is considered for its own value as well as for its influence on later literatures. In all courses a constant effort is made to bring the past into vital connection with the present by tracing the influence of Roman thought, customs, and institutions on modern life.

A major in Latin shall consist of at least twenty-four semester hours. The student will have a comparatively wide choice in the selection of related subjects. Ancient History is required, and Greek, English, German, French, and Spanish are particularly recommended.

Latin 1-2—Elementary Latin. Three hours each week. Credit: three hours each semester.

Designed for students who have had no Latin, or only one year of Latin in high school. Grammar, syntax, composition, and the reading of easy Latin. Emphasis is placed on the relation of Latin to English and to the Romance languages in vocabulary and syntax.

Latin 3-4—Intermediate Latin. Three hours each week. Credit: three hours each semester.

Thorough review of Latin grammar; practice in composition; and the reading of selections from Caesar's Gallic War and the Metamorphoses of Ovid, or from Latin of a similar degree of difficulty.

Prerequisite: *Latin 1-2*, or two years of high school Latin.

Latin 5-6—Advanced Latin. Three hours each week. Credit: three hours each semester.

During the first semester the class will read four of Cicero's Orations, and make a study of Roman government and politics. During the second semester four books of Virgil's Aeneid will be read. Study of mythology, and practice in the metrical reading of Latin will be made.

In case it seems advisable an equivalent amount of Latin from other authors may be substituted for the work outlined above.

Latin 11-12 is required in connection with this course.

Prerequisite: *Latin 3-4*, or three years of high school Latin.

Latin 7-8—Latin Literature to the Close of the Golden Age. Three hours each week. Credit: three hours each semester.

The reading for the first semester will be taken from Cicero, Sallust, and Livy; for the second semester from Plautus, Terence, Catullus, Horace, and Ovid.

This course alternates with Latin 9-10. Latin 11-12 is required in connection with it, unless it has previously been taken with Latin 9-10.

Prerequisite: *Latin 5-6*, or four years of high school Latin.

Offered 1931-1932.

Latin 9-10—Latin Literature of the Silver Age. Three hours each week. Credit: three hours each semester.

Selections will be read from two or three of the following authors: Seneca, Martial, Tacitus, Juvenal, Pliny the Younger, and Suetonius. Consideration of the character of the social, literary, and political life of the early Empire as reflected in the authors read.

This course alternates with Latin 7-8. Latin 11-12 is required in connection with it, unless it has previously been taken with Latin 7-8.

Prerequisite: *Latin 5-6*, or four years of high school Latin.

Offered 1930-1931.

Latin 11-12—Latin Composition. One hour each week. Credit: one hour each semester.

An elementary course. The subject matter will be varied from year to year so that the course may be repeated with credit. Extra work is required when the course is taken the second time.

Latin 13-14—Studies in Latin Literature. Three hours each week. Credit: three hours each semester.

The work in this course will be adapted to the needs and interests of advanced students. During each semester a detailed study will be made of some author, or of some particular type of literature.

Latin 15—Roman Private Life. Three hours each week. Credit: three hours first semester.

A study in English of the various aspects of the private life of the Romans. This course aims to unify and supplement the knowledge of Roman life obtained by the student from other courses.

Latin 16—The Latin Element in Modern Speech. Three hours each week. Credit: three hours second semester.

The indebtedness of English to Latin in vocabulary and syntax. The relation of Latin to the Romance languages.

Education 37—Materials and Methods of Teaching Latin. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach Latin in high schools. It will take up a discussion of the aims, functions and objectives of Latin in secondary schools. Methods of instruction will be emphasized. Lesson planning will also be a feature of the course.

GREEK

A major in Greek shall consist of twenty-four credit hours of Greek. A student pursuing this major must also take twelve credit hours of Latin and twelve hours of work in French or German. Other related subjects must be worked out with the head of the department.

Greek 1-2—Grammar and Composition. Three hours each week. Credit: three hours each semester.

The first semester in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost, *Greek Primer*. In the second semester, two books of Xenophon, *Anabasis* are read.

Greek 3-4—Anabasis, and Selections from Herodotus and Homer. Three hours each week. Credit: three hours each semester.

The third book of the *Anabasis* and about an equal amount of Herodotus are read in the first semester. The second semester is given to Homer's *Iliad*.

Greek 5-6—Selections from Plato, Thucydides, and New Testament. Three hours each week. Credit: three hours each semester.

During the first semester of the third year Plato, *Apology* and *Crito*, and Thucydides are read. The last semester is given to New Testament Greek. See Department of Religion.

Greek 7-8 — Advanced Greek. Three hours each week. Credit: three hours each semester.

This course will be arranged to meet the wishes and abilities of the members of the class.

BIOLOGY

The Department of Biology offers work leading to the degree of Bachelor of Science. The courses for a major in this department have been planned with a definite sequence. This is necessary for an accumulative knowledge of the subject and for mental growth. The plan is so made that the last year includes six hours of individual work devoted to some special problem and a written report of the results obtained.

A major includes not only 24 hours in biology, but a total of 54 hours, which includes some allied subject or subjects, according to the field in which the student wishes to place the emphasis.

If a student is planning to teach, the State Department of Education requires 24 hours of biology, one year each of chemistry, physics, and geography (geology may be substituted), 15 hours of general education, 3 hours of special methods, and 3 hours of practice teaching.

For a medical course or for graduate work as much chemistry as possible should be taken and at least one year in physics. This work also should be accumulative in content.

This alone is not sufficient, as most graduate schools require a reading knowledge of French and German.

General biology, bacteriology, and physiology are required in home economics. Bacteriology and physiology are open to all students having completed *Biology 12*.

Biology 1—Invertebrate Zoology. One lecture and six hours of laboratory work each week. Credit: three hours first semester.

It is the purpose of this course to acquaint the student with the morphology, development, and the essential points in classification of the invertebrate forms.

Prerequisite: *Biology 12*.

Biology 2—Botany. One lecture and six hours laboratory work each week. Credit: three hours second semester.

This course consists of a study of the structure and life processes of plants with special reference to the life histories of the different forms studied.

Prerequisite: *Biology 12*.

Biology 3-4—Vertebrate Zoology and Comparative Anatomy. One lecture and six hours of laboratory each week throughout the year. Credit: three hours each semester.

In this course the structures of the different types of vertebrate animals will be studied and their origin and relationships discussed.

Prerequisite: *Biology 12*.

Biology 5—Heredity and Evolution. Three hours each week. Credit: three hours first semester.

Lectures and assigned readings on the subject of inheritance and the question of improving a race. This leads into the consideration of the evolutionary theory.

Prerequisite: *Biology 12*.

Biology 6—General Embryology. One lecture and six hours of laboratory each week. Credit: three hours second semester.

The development of the vertebrate animal from the egg to the adult form is followed, the chick being used as the chief example for observation.

Prerequisite: *Biology 12*.

Biology 7-8—Advanced Biology. Three lectures, or nine hours of laboratory each week. Credit: three hours each semester.

Courses in morphology or physiology of plants or in cytology, histology, or physiology will be offered according to the wishes of students who are prepared to take them.

Biology 9—Bactériology. One lecture and six hours of laboratory each week. Credit: three hours first semester.

The lectures deal with the morphology and physiology of bacteria in general, including a brief discussion of the industrial and hygienic applications of bacteriology, and with infection, immunity, and the specific infectious diseases. Laboratory includes the preparation of culture media and a study of some of the more important non-pathogenic bacteria, observing and recording the biological changes in cultures under observation, the preparing and staining of bacteria, also the examination of water and milk.

Prerequisite: *Biology 12*.

Biology 10—Physiology of the Human Body. Two lectures and three hours of laboratory each week. Credit: three hours second semester.

A study of the physiological processes of the human body.

Biology 11—Biology Seminar. Credit: to be determined by amount and quality of work done. First semester.

Open only to advanced students in biology.

Biology 12—An Introduction to Biology. Two lectures and four hours of laboratory work each week. Credit: three hours second semester.

This course is required of all freshmen. It undertakes a general survey of the field of biology. Demonstrations and some training in technique are given.

Biology 14—Technique in Histology and Pathogenic Bacteriology. Credit: three hours the second semester.

A course in technique in which the student is trained in working with such materials and methods as are encountered in health and hospital laboratories.

Prerequisite: *Biology 9*, or its equivalent.

Education 21—Materials and Methods of Teaching High School Biology. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach biology in high schools. It will take up a discussion of the aims, functions and objectives of science in secondary schools and the part that can be played by biology in attaining these objectives. Related material will be reviewed, and methods of instruction emphasized. Lesson planning will be a feature of the course.

Equipment. The Department of Biology and the Museum of Natural History occupy a well lighted room on the first floor of Memorial Hall. A lecture room in the same building is shared with the Department of Chemistry. This lecture room is provided with a projection lantern and demonstration equipment. The laboratory, 30 by 60 feet, is well equipped for all of the courses offered. The working tables accommodate twenty students at one time; each student is furnished with locker facilities, abundant working room, and proper light for microscopic work and dissection.

The equipment consists of simple and compound microscopes, materials, and apparatus for both elementary and advanced work in histology, anatomy, cytology, and embryology; collecting apparatus and small aquaria and a large teaching collection of biological specimens, minerals, formations, and fossils; an excellent collection of mounted bird skins and smaller collections of mammals, reptiles, amphibians, and invertebrates, besides a number of anatomical preparations and a large series of prepared microscopic slides of plant and animal tissues.

CHEMISTRY

The Department of Chemistry offers a sequence of courses leading to the degree of Bachelor of Science and fitting students to enter the industrial field or pursue graduate work. The courses are also arranged to satisfy the needs of teachers of Science, of Home Economics and of pre-medical students.

A major in Chemistry shall consist of *Chemistry 1-2, 3-4, 6 and 7-8* or their equivalents. The most important related

subject is mathematics, which should be continued for two years beyond the freshman year. Students who thus prepare themselves should elect physics in the junior year and continue it through the senior year. Students who are unwilling to take the mathematics should take up biology in the sophomore year and continue it for two or three years. For chemical engineering, especially if one should rise to a manager's position, training in economics would be especially valuable. Students who are planning to teach should elect 18 hours from the courses listed under Education, and also take a course in special methods in chemistry. In addition to this, those who expect to teach in a small high school should include biology, physics, and geology, instead of taking advance work in mathematics. Those who are looking forward to graduate work should arrange their courses so as to secure a reading knowledge of French and German.

Chemistry 1-2—General Chemistry. Two lectures and six hours of laboratory each week. Credit: four hours each semester.

This course consists of a thorough study of the more important elements and their compounds and the laws which govern them. It is designed to be of general educational value and to give at the same time an accurate knowledge of elementary Chemistry and the methods of scientific study. No credit will be given for a half year's work in this course.

Chemistry 3-4—Qualitative Analysis. One lecture and six hours of laboratory each week. Credit: three hours each semester.

This course consists of a thorough study of the methods for the separation and detection of bases and acids. Analyses are made of salts, alloys and minerals.

Prerequisite: *Chemistry 1-2.*

Offered 1931-1932, and alternate years.

Chemistry 6—Quantitative Analysis. One lecture and six hours of laboratory each week. Credit: three hours second semester.

A brief study of the methods used in Gravimetric, Volumetric and Electro-Analysis and the analysis of substances by the above methods.

The course is planned for pre-medical students, but all students majoring in Chemistry are required to take it.

Prerequisite: *Chemistry 1-2 and 3-4.*

Offered 1931-1932, and alternate years.

Chemistry 7-8—Organic Chemistry. Two lectures or recitations and six hours of laboratory each week. Credit: four hours each semester.

This course consists of a study of the principal compounds of carbon and their derivatives. This course is required of all students majoring in Chemistry and will be essential to students of medicine.

Offered 1930-1931, and alternate years.

Chemistry 9—Theoretical Chemistry. Lectures and three hours of laboratory each week. Credit: three hours first semester.

A course in elementary physical Chemistry, with emphasis on atomic structure, kinetic theory, properties of solids, liquids, and gases, properties of solutions, and applications of physical chemistry to qualitative and quantitative analysis.

Chemistry 11—Advanced Qualitative Analysis. Lectures and laboratory; first semester. Credit: to be determined.

A further study of the methods used in separating bases and acids, with special emphasis on the principles involved. Minerals, alloys, commercial products, etc., are analysed.

Chemistry 12—Advanced Quantitative Analysis. Laboratory and lectures; second semester. Credit to be determined.

This is a continuation of Chemistry 6 and consists of the analysis of minerals, gas, iron, steel, and alloys.

Chemistry 14—Chemistry of Food and Nutrition. Lectures, laboratory work, and outside reading three hours each week. Credit: three hours second semester.

This course comprises a study of the organic and inorganic food-stuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials, are taken up.

Prerequisite: *Chemistry 1-2, and 7.*

Offered 1930-1931, and alternate years.

Chemistry 15—Chemistry Seminar. Lectures, laboratory and outside reading; first semester. Credit: to be determined.

Arranged primarily for students majoring in Chemistry. The work consists of solving some simple research problem.

Education 23—Materials and Methods of Teaching High School Chemistry. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach chemistry in high schools. It will take up a discussion of the aims, functions and objectives of science in secondary schools and the part that can be played by chemistry in attaining these objectives. Related materials will be reviewed, and methods of instruction emphasized. Lesson planning will be a feature of the course.

Education 29—Materials and Methods of Teaching General Science in High School. Three hours each week. Credit: three hours first semester.

This course will consider the educational preparation of the teacher of general science; the historical development of teaching general science; the aims and values of general science; and the effect of the aims and values upon the selection of the subject-matter and upon the methods of organizing and presenting it. Special lesson planning is provided for the students, to be followed by criticisms and discussions. This course is prerequisite to Education 50.

ECONOMICS AND BUSINESS

The department of Economics and Business has a three-fold purpose: In the first place, it aims to help the student understand our present economic order. Second, it aims to call attention to our most important economic problems, and, where possible, to suggest methods of solution. Third, it aims to give the student the rudiments of a practical business training.

A major in the Department of Economics and Business shall consist of at least twenty-four semester hours of Economics and Business subjects. Economics 1 and Economics 2 are intended primarily for Freshmen. Economics 3-4 is a basic course required of all students who choose Economics as a major subject. The succeeding courses give opportunity for the development of technique and the application of principles.

Not later than the end of the Freshman year, the student should choose a related subject to be carried along with his major. The choice should depend chiefly on the vocation which he intends to pursue. For specific advice he should consult the head of the department.

Economics 1—Industrial and Commercial Geography. Three hours each week. Credit: three hours first semester.

The purpose of this course is to study the relation between geographic conditions on the one hand and our commercial and industrial life on the other. It includes a descriptive treatment of the geographic distribution of our economic resources and the currents of world commerce.

Economics 2—Business Law. Three hours each week. Credit: three hours second semester.

This is a study of the elementary principles of law which one is likely to need in practical business. Principles are illustrated by actual cases.

Economics 3-4—General Economics. Three hours each week. Credit: three hours each semester.

The purpose of this course is to give the student a clear understanding of the fundamental principles governing the production, exchange, distribution, and consumption of wealth. The method will be primarily class discussion based upon a textbook and collateral reading. Open to second, third, and fourth year students.

The entire course must be completed before credit can be given for either semester.

Offered 1932-1933, and alternate years.

Economics 5—Money and Currency. Three hours each week. Credit: three hours first semester.

This is a careful study of our present monetary system. The points of a good monetary system are emphasized and monetary fallacies explained. Historical developments are traced briefly. Foreign systems are compared with our own.

Prerequisite: *Economics 7-8.*

Offered 1932-1933, and alternate years.

Economics 6—Credit and Banking. Three hours each week. Credit: three hours second semester.

This is a descriptive and analytical study of the development of banking and credit. The marks of a good banking system are pointed

out and the various aspects of banking and credit policy are analyzed. European banking systems are compared with our own.

Prerequisite: *Economics 7-8.*

Offered 1932-1933, and alternate years.

Economics 7-8—Principles of Accounting. Textbooks and laboratory work. One recitation and two laboratory periods each week. Credit: three hours each semester.

This is a study of the principles and practice of keeping business accounts. It includes practice in keeping business records, analysis of books of account and financial statements, and a study of accounting principles.

Not open to first year students.

Economics 9—Principles of Marketing. Textbooks, problems, and laboratory work. Three hours each week. Credit: three hours second semester.

This course deals with marketing functions, agencies, and problems. It includes a study of marketing methods and policies, standardization, price quotations, and produce exchanges.

Prerequisite: *Economics 1-2.*

Economics 11—Labor Problems. Textbook, required readings, and reports. Three hours each week. Credit: three hours first semester.

This course is a brief survey of our most important labor problems. It deals with labor organization, industrial relations, and labor legislation.

Open to Sophomores, Juniors, and Seniors.

Offered 1932-1933, and alternate years.

Economics 12—General Sociology. (Required of all Juniors.) Textbook, individual reports, and collateral reading. Three hours each week. Credit: three hours second semester.

The purpose of this course is to help the student to understand society. It is a study of social activities, social forces, and institutions. Means of social control are examined. Open to Juniors and Seniors.

Economics 13—Business Finance. Textbook, original sources, and lectures. Three hours each week. Credit: three hours first semester.

This course deals with the financial policy and financial management of corporations. The study includes capitalization, sale of stocks and bonds, and the determination of profits and dividends.

Prerequisite: *General Economics.*

Economics 14—Business Organization and Management. Textbook, lectures, and reports. Three hours each week. Credit: three hours second semester.

This is a study of the best methods of organizing and administering business enterprises. It deals with types of organization, layout, standardization, and controlling operations.

Prerequisite: *General Economics*.

COMMERCIAL COURSES

This group of courses is designed to meet the needs of two classes of students: (1) Students who plan to go into office work before completing a college course, and (2) Students who desire to obtain a more strictly practical training along with their college work. Students who plan to take the four-year course should postpone typewriting and shorthand until the Junior or Senior year. For the cost of these courses see Expenses and Fees on page 93.

Business A—Typewriting. The purpose of this course is to teach the student the touch system of typewriting. In addition to learning the keyboard and the elements of letter writing, the student is expected to develop as much speed and accuracy as possible. Offered either semester. No college credit.

Business B—Shorthand. This course is designed to give the student a practical knowledge of shorthand system and technique. Speed and accuracy in taking dictation and transcribing are the concrete objectives. This class meets for three recitations each week for two semesters. No college credit.

Business C—Elementary Bookkeeping. This course is designed for students who wish to acquire the necessary knowledge and technique for keeping ordinary business accounts and records. The work consists chiefly of laboratory work in keeping accounts. Three meetings each week. Spring semester. No college credit.

EDUCATION

It is the purpose of the Department of Education to develop in the student an understanding and appreciation of the school as an institution; to develop a philosophy of education that is applicable to a democracy; to impart a knowledge of educational principles and methods of teaching based on sound psychological and sociological principles; and to equip him for service as a teacher in the schools of North Carolina.

Arrangements are being made so that it will be possible to give each student who can qualify an opportunity to do the practice teaching sufficient to meet the requirements of the North Carolina State Department of Education for teachers certificates.

Students desiring to teach should consult the head of the department for further information as to the requirements for certification.

Education 1—Classroom Management. Three hours each week. Credit: three hours first semester.

This course will take up a study of the social principles underlying education in a democracy, and show how these principles can be promoted by the proper planning for the organization of the class, and by developing a method of control based on the nature of the child and the purposes of the institution. It is hoped that this will contain many practical suggestions for the teacher.

This course is for Sophomores, but Freshmen may register by special permission.

Education 3—History of Education. Three hours each week. Credit: three hours first semester.

This course deals with the evolution of educational principles and practices. While a general survey of early European educational development is undertaken, the chief emphasis is placed on the last two centuries. A comprehensive review of the educational movements of this period is undertaken in order that the student may be made conscious of the reform conceptions of early modern times.

Offered 1932-1933, and alternate years.

Education 5—Educational Sociology. Three hours each week. Credit: three hours first semester.

This course deals with the principles of Sociology as related to Education. Social forces, processes, and values as effecting edu-

cation will be discussed and emphasis will be placed on the importance of the school as a social institution.

Offered 1932-1933, and alternate years.

Education 7—Tests and Measurements. Three hours each week. Credit: three hours first semester.

This course is a study of mental tests and educational measurements such as the nature of measurements, the derivation of educational scales and the development of standardized tests, tests and measurements of ability and achievement in both elementary and high school subjects.

Education 10—Elementary School Methods. Three hours each week. Credit: three hours second semester.

This course deals specifically with methods of teaching the various elementary school subjects. Emphasis is placed on the selection, organization and presentation of the subject matter of the grades. The problem-project method, various lesson types, lesson plans, etc., are given consideration.

Education 11—Principles of Secondary Education. Three hours each week. Credit: three hours first semester.

This course covers a brief survey of the educational theories of the past in order to throw light on our present day principles and tendencies. It treats of the origin and development of our public school system and points out what society has demanded of the public school, and how these demands are found imbedded in our present educational practice as well as how and to what extent the school reflects the life of the people for whom it exists. It concludes with a careful consideration of some of the applications of modern educational theory and practice.

Psychology 1—General Psychology. Three lectures and two hours of laboratory each week. Credit: three hours first semester.

(See course outlined under Psychology—Department of Philosophy.)

Psychology 2—Child Psychology. Three hours each week. Credit: three hours second semester.

(See course outlined under Psychology 2—Department of Philosophy.)

Psychology 6—Educational Psychology. Three hours each week. Credit: three hours second semester.

(See course outlined under Psychology 6—Department of Philosophy.)

Education 21—Materials and Methods of Teaching High School Biology. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Biology.)

Education 23—Materials and Methods of Teaching High School Chemistry. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Chemistry.)

Education 25—Materials and Methods of Teaching High School English. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of English.)

Education 27—Materials and Methods of Teaching High School History. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of History.)

Education 29—Materials and Methods of Teaching General Science in High School. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Chemistry.)

Education 31—Materials and Methods of Teaching High School Mathematics. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Mathematics.)

Education 33—Materials and Methods of Teaching Modern Languages in High School. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Romance Languages.)

Education 35—Materials and Methods of Teaching High School Physics. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Physics.)

Education 37—Materials and Methods of Teaching High School Latin. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Ancient Languages.)

Education 39-40—Special Methods in Home Economics. Three hours each week. Credit: three hours each semester.

(See course outlined in Department of Home Economics.)

Education 41—Theory and Practice of Physical Education. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Physical Education for Women.)

Education 47—Supervision of Public School Music. Three hours each week. Credit: three hours first semester.

(See course outlined under Music Education.)

Education 50—Observation and Directed Teaching. Three hours each week. Credit: three hours second semester.

Prerequisite: Course in *Material and Methods*.

This course is intended for those students who have met certain qualifications. The work will consist of class observation, followed by criticisms and discussions. Later the students who show satisfactory progress will be given an opportunity to teach a minimum of thirty (30) hours under the direction of the subject-teacher and the head of the Department of Education.

ENGLISH

A student majoring in English is expected to acquire an adequate knowledge of English and American literature in combination with an ability to use the English language in a creditable fashion, with some feeling for style. A background of history, classical languages and literature, and of the literature of other nations will be expected. In addition to twenty-four hours of work in the Department of English, a choice from the following courses in related subjects is expected: *a.* Education (for students who expect to teach), *b.* A classical language, *c.* Philosophy, *d.* Biblical Literature, *e.* History, *f.* Courses in writing. Whichever course is begun in the sophomore year should be carried on through the junior and senior years. A second related subject, taken up the junior year, should be carried on through the senior year. Courses in the Department of English must be taken as nearly in the order indicated by the numbers of the courses as possible. *English 1-2* and *English 3-4* must be taken in the first and second years respectively. Students who have not had Latin 7-8 or 9-10 and Latin 11-12, must take courses 13-14.

ENGLISH AS A TOOL

At the end of the course in first year English students will be expected to have attained the ability to use the English language as an effective tool in both written and spoken form. Not stylistic or artistic ability, but correctness in manuscript, spelling, punctuation, paragraphing, and in the preparation of a report with properly referred authorities and a bibliography, will be required.

English 1-2—English Composition. Three hours each week. Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

English 3-4—Survey of English Literature. Three hours each week. Credit: three hours each semester.

In the first semester, a study is made of the prose and poetry from Chaucer through the eighteenth century, and a study of the literary history of the times concerned. The chief poets and prose writers of the Romantic and Victorian periods are studied in the second semester.

Prerequisite: *English 1-2.*

English 5-6—Romantic Movement, and Tennyson and Browning. Three hours each week. Credit: three hours each semester.

The poetry of Wordsworth, Byron, Shelley, and Keats, and aspects of the Romantic movement. In the second semester Tennyson and Browning are studied.

Offered 1932-1933, and alternate years.

English 8—American Literature. Three hours each week. Credit: three hours second semester.

A survey course in prose and poetry from the Colonial period to the present. Class readings and collateral readings. Lectures, discussions, and reports.

English 9-10—Shakespeare. Three hours each week. Credit: three hours each semester.

At the beginning of the course some attention will be devoted to a study of the growth and development of English drama and the principles governing drama. Six or seven of Shakespeare's important plays will be studied in detail in class; others will be read outside class but discussed in class. Lectures will be given on both groups.

English 11—Argumentation and Debating. Three hours each week. Credit: three hours first semester.

At the beginning of the course students will be given some training in informal public speaking, in outlining and giving short talks. Then will follow a study and practice of the principles of argumentation and debating. Lectures, discussions, outlining, brief-making, class speeches and debates.

Prerequisite: *English 1-2.*

English 12—Advanced Composition. Three hours each week. Credit: three hours second semester.

Articles and short stories of the contributors to our best present-day magazines will be analyzed. Students will be required to write essays and stories with these magazine productions as models. Lectures, discussions, and readings.

English 13—Anglo-Saxon. Three hours each week. Credit: three hours first semester.

Introductory course in Anglo-Saxon. A study of grammar and syntax, translations.

English 14—Beowulf. Three hours each week. Credit: three hours second semester.

A thorough study, in the original, of the English epic. In both courses, English 13 and 14, the languages of the older periods will be compared with modern English.

English 18—Contemporary Literature. Three hours each week. Credit: three hours second semester.

Lectures, reports, and reading in poetry, essay, novel, and drama of today.

Offered 1931-1932, and alternate years.

English 19—General Literature. Required of all sophomores. Two hours of lectures, one of discussion each week. Credit: three hours first semester.

A study of the masterpieces of English and foreign literature. Outside reading and reports.

English 22—The English Novel. Approximately forty great novels will be read and discussed. Three hours each week. Credit: three hours second semester.

Offered 1932-1933, and alternate years.

Education 25—Materials and Methods of Teaching High School English. Three hours each week. Credit: three hours first semester.

This course is designed to give preparation for the teaching of English in high schools. It includes consideration of aims, courses of study and methods found most effective in the teaching of grammar, composition, and types of literature.

EXPRESSION

Expression 1—Oral Interpretation. One private lesson and two class lessons each week. Credit: three hours first semester.

This course is planned with a view to the individual development of the student; to help him gain an appreciation of literature and to

train him to a vocal interpretation of it. The fundamentals of speech, enunciation and pronunciation, with exercises to overcome the defects of the voice will be stressed.

Fee: \$20.00 each semester.

Expression 2—Play Production. One private lesson and two class lessons each week. Credit: three hours second semester.

This course is especially recommended to prospective teachers and to those who will be called upon to take part in and to coach amateur theatricals. Public performances of one act plays will be arranged; these will be staged, acted, and directed by students. Special attention will be given to training in simple stage mechanics.

Fee: \$20.00 each semester.

GEOLOGY

Geology 1-2—General Geology. Class room, laboratory and field work. Three hours each week. Credit: three hours each semester.

This course will include:

1. Brief study of Astronomic and Physiographic Geology.
2. Investigation of the more common minerals and rocks.
3. An understanding of the formation, transportation, deposition, and the resolidification of sediment through the action of the atmosphere, wind, water, rivers, glaciers and oceans. Study of topographic maps.
4. A brief study of Structural and Historical Geology.

Geology 4—Economic, Structural and Historic Geology of the United States and North Carolina. Three hours each week. Credit: three hours second semester.

This work is designed to follow the work in commercial geography offered in the department of Economics and Business, and will deal with the structural, historic and economic phases of geology and mineralogy. It will supplement in a very material way the preparation of all students wishing to teach general science in our high schools. The economic phase will include the common ores generally used in the mining of iron, copper, lead, zinc, tin, nickel, gold, silver, and other commercial ores. Also we will make a study of methods used in changing the ores into minerals of commercial value. This course will make a study of the building stone material of North Carolina and will visit many interesting places in and near Greensboro in order to understand better the work done at brick, tile, sewer pipe plants; at the iron fabricating plant; at the foundry and iron moulding plants; at the sawmill and veneering plants; the highway and road construction work. An understanding and an appreciation of the value of our economic resources is one of the chief aims of the course.

GERMAN

The work outlined in the courses in German is designed to give students a thorough training in the grammar and literature of the language, and to prepare them for teaching or for graduate work.

Students who intend to major in German should plan their work with the head of the department. Students majoring in this department must secure six hours of credit in French as early in the college course as possible, and it is recommended that they continue the study of this language for two or three years. Those who present Latin for entrance may pursue it as a related subject in college, or may take up Greek as a related subject. European History is required, and students should take as much English literature and translation of the world's masterpieces as may be available in other departments.

German 1-2—Elementary German. Three hours each week. Credit: three hours each semester.

Pronunciation, grammar, and the reading of simple German prose and poetry; oral and written exercises and sight translation.

Text: Zinnecker, *Deutsch fur Anfanger*; Mueller and Wenckebach, *Glueck, Auf*; and some simple prose text.

This course is prerequisite to all other courses in German.

German 3-4—Advanced German Grammar and Composition. Three hours each week. Credit: three hours each semester.

Translation and outside reading with written reports in German. If there is a demand, the course is divided in the second semester into two sections, one to make a survey of German Literature, the other to study scientific German.

Text: Gerstaecker's *Germelshausen*; Schiller, *Der Neffe als Onkel*; Stroebe and Whitney, *Geschichte der Deutschen Literatur*; Hodges, *A Course in Scientific German*; Gore, *German Science Reader*; or other intermediate texts.

Prerequisite: *German 1-2*.

German 5—Lessing and Schiller. Three hours each week. Credit: three hours first semester.

This course gives a study of the lives and influence of Lessing and Schiller, including extensive reading of their important works. Written reports are required.

German 6—Modern German Drama. Three hours each week. Credit: three hours second semester.

This course gives a study of such authors as Hauptmann, Fulda, and Sudermann.

German 7-8—Goethe. Three hours each week. Credit: three hours each semester.

This gives a study of the life and influence of Goethe, including reading of his important works. Written reports are required.

Prerequisite: *German 3-4.*

German 9-10—History of German Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *German 5-6 or 7-8.*

German 11—Faust. Three hours each week. Credit: three hours first semester.

An intensive study of Goethe's Tragedy and its composition.

HISTORY AND POLITICAL SCIENCE

A major in the Department of History and Political Science consists of a minimum of twenty-four hours chosen from the courses listed below, always including *History 5-6*. These courses are planned so that they must be pursued in their proper sequence. Students should consult the head of the department in order to plan properly the major work and the related subjects.

The literature of a nation helps the student to understand its history. Courses in English literature are, therefore, valuable as related subjects for the major in history. Courses in Biblical literature and religious education are of value in interpreting the history of western nations. They may, therefore, be selected as related work. Students are also urged to

secure a reading knowledge of both French and German, not only for their value as undergraduate studies, but also because they are required for graduate work.

Students preparing to teach in the schools of North Carolina may take certain of the courses listed under Education in order to meet the requirements of the State in the certification of teachers. There will be other students majoring in History who are planning to enter other careers, such as business or law. These will be given an opportunity to pursue courses in economics, sociology, or philosophy.

History 1-2—Ancient and Medieval History. Three hours each week. Credit: three hours each semester.

During the first semester a study is made of the ancient civilizations of the East, Egypt, Greece and Rome. The work of the second semester is a survey of the history of Europe from the time of the barbarian invasions to 1500. Particular attention will be given to the religious, political and cultural developments.

History 3-4—Modern and Contemporary European History. Three hours each week. Credit: three hours each semester.

A survey of the history of Europe from 1500 to the present time. Emphasis is placed on the commercial and colonial expansion of the people of Europe, the industrial development, events leading to the World War and attempts to bring about international organization.

History 5-6—American History. Three hours each week. Credit: three hours each semester.

This course begins with the Colonial Period and traces the economic and political developments to the present time. Special attention is given to constitutional development and to the various economic and political problems arising from the growth of the United States into world power.

Open to juniors and seniors.

Not offered 1931-1932.

History 7—The American Foreign Policy. Three hours each week. Credit: three hours first semester.

In this course emphasis is placed on the way the foreign policy is formulated and carried out, the struggle for neutral rights, the Monroe Doctrine, territorial expansion, problems of the Pacific, recent connection with European politics and Latin American relations.

Open to juniors and seniors.

History 8—Governments of Europe. Three hours each week.
Credit: three hours second semester.

This course offers a comparative study of the constitutions, structures of governments, and political problems of England, Germany, France, Switzerland, Italy and the new states of Central Europe.

Prerequisite: *History 3-4.*

History 9-10—American Government. Three hours each week.
Credit: three hours each semester.

In the first semester attention is given to the constitutional background, the establishment, structure, and functions of the various departments of the National Government. In the second semester State, Municipal, County and Township governments are studied.

Prerequisite: *History 5-6.*

History 11—Political Science. Three hours each week.
Credit: three hours first semester.

This course is designed to acquaint the student with the nature, origin and evolution of the state, the more important political theories and the nature and functions of government.

Not offered 1931-1932.

Education 27—Materials and Methods of Teaching High School History. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach history in high schools. It will include a discussion of the aims, functions and objectives of history in secondary schools. Related materials will be reviewed and methods of instruction emphasized. Lesson planning will be a feature of the course.

History 12—English Constitutional History. Three hours each week. Credit: three hours second semester.

A study of the origin and development of the English political institutions. The course is designed to be of interest to those who are interested in Government and Law. Open to juniors and seniors.

HOME ECONOMICS

The courses in Home Economics are designed to give the student a practical scientific training in the most efficient and modern methods of meeting problems which confront

women in the home, or to equip them for teaching the subject. Courses in related sciences are required in connection with the work of the department which will enable the student to become sufficiently trained in technical subjects to teach, to engage in community work, or to act as matron or dietitian in a public or private institution.

A major in Home Economics shall consist of twenty-four credit hours selected from courses outlined below. A student pursuing this major must also take *Chemistry 7, Chemistry 14, Biology 9, Biology 10, Household Physics*.

Students planning to teach Home Economics must take all the courses in this department outlined below and in addition must take the following: *Chemistry 7, Chemistry 14, Biology 9, Biology 10, Household Physics; Education 6, 11, 39, 50*.

Thirty hours credit in Home Economics is the maximum amount that will be given towards a Bachelor of Science degree.

Home Economics 1—Art Principles and Industrial Arts. One lecture and six hours laboratory each week. Instruction in special methods are given those students learning to teach in secondary schools. Credit: three hours first semester.

This course deals with the application of the different principles of art in water color, pencil, charcoal, cut paper work, and crayons, ink, pencil poster making and clay modeling.

Home Economics 2—Clothing. One lecture and six hours of laboratory each week. Credit: three hours second semester.

Instruction is given in darning, patching and the fundamentals of garment making. Garments of cotton and linen materials and a study of textiles are made.

Home Economics 3—Clothing. One lecture, six hours of laboratory each week. Credit: three hours first semester.

This is a continuation of Home Economics 2. More difficult patterns are used; part of the time is given to the making over of garments. Shopping in relation to textiles and income is studied. Stress on wool; silk garments.

Prerequisite: *Home Economics 2*.

Home Economics 4—Food and Cookery. One lecture, six hours of laboratory each week. Credit: three hours second semester.

This course includes the fundamental principles of preparation of foods; source and manufacture. Balanced menus planned and served.

Home Economics 5—Food and Cookery. One lecture and six hours of laboratory. Credit: three hours first semester.

Continuation of Home Economics 4. Emphasis placed on nutritious dishes at a moderate cost, basing the dishes on the average American family of five. Attention given to family service and more formal service.

Prerequisite: *Home Economics 4, Chemistry 1-2, Biology 1-2, Physiology.*

Home Economics 6—Clothing. One lecture, six hours of laboratory each week. Credit: three hours second semester.

Continuation of Home Economics 4. History of costumes: clothing budget; factory systems in relation to the consumer are studied. Work in millinery. Emphasis on tailored garments; evening clothes.

Prerequisite: *Home Economics 2, and 4.*

Home Economics 7—Nutrition. Three hours each week. Credit: three hours first semester.

Care and study of the digestive mechanism in relation to health. Study of nutritious foods for all ages. Diets studied.

Prerequisite: *Biology 1-2, Biology 9, Home Economics 4, Home Economics 5, Chemistry 1-2.*

Home Economics 8—Dietetics. Two lectures and three hours of laboratory each week. Credit: three hours second semester.

A study of the digestion, assimilation and metabolism of food in the system. Emphasis on minerals and vitamins, and proper food for chronic diseases due to food. Rats will be fed to show relation to vitamins and food elements to health.

Education 39-40—Methods and Practice Teaching. Credit: three hours each semester.

A study is made of methods and textbooks used in high schools. Practice students have charge of the Guilford High School Home Economics Department.

Home Economics 10—Household Management. Credit: two hours second semester.

This course includes applied home economics in the home. Menus are planned on a monthly budget. Cost and nutrition of same are discussed. The house management is put on a business basis and students study it from a manager's standpoint. This prepares students for supervision of school cafeterias, etc.

Home Economics 12—Home Nursing, Child Care and Training. Two hours each week. Credit: two hours second semester.

Care of the sick in the home is studied; also the care, health and behavior of the child.

Home Economics 13—Interior Decoration and House Planning. One hour lecture and six hours laboratory each week. Credit: three hours first semester.

This course takes up the study of the evolution of the house, of modern planning, furnishing and interior decoration.

MATHEMATICS

The courses in Mathematics are designed to meet the needs of students desiring later to do graduate work or to teach Mathematics in the public schools. The college requirement of six hours of Mathematics for all candidates for a degree may be satisfied by passing *Mathematics 1-2* or *3-4*.

Students majoring in Mathematics must take *Mathematics 1-2*, *5* and *6* in the first year; *Mathematics 7* and *8* in the second year; *Mathematics 9* and *10* in the third year; and *Mathematics 11-12* in the fourth year.

For a related subject students are required to take one year of Physics and should continue it for two or more years. A reading knowledge of French and German is strongly urged. Chemistry or Biology or Geology or Economics may also be chosen as related subjects.

Students who wish to teach must take three years' work in Education.

Mathematics 1-2—College Algebra. Either *Mathematics 1-2* or *Mathematics 3-4* is required of all freshmen and students working for a degree. Three hours each week. Credit: three hours each semester.

This course begins with a review of the ground work of elementary algebra, and includes quadratic equations, indeterminate equations, progressions, the binomial theorem, and logarithms.

Text: Wells, *College Algebra*.

Mathematics 3-4—Mathematical Analysis. Either *Mathematics 1-2*, or *Mathematics 3-4* is required of all freshmen and students working for a degree. Three hours each week. Credit: three hours each semester.

A careful study is made of some of the elementary functions and their representation. Algebraic principles and their relations to geometry are considered. Special attention is given to the linear, quadratic, cubic, trigonometric, logarithmic, and exponential functions. Also numerous applications to geometry are included in the course.

Text: Griffin, *Mathematical Analysis*.

Mathematics 5—Trigonometry. Three hours each week. Credit: three hours second semester.

Derivation of formulae with their applications; trigonometric equations; solution of right and oblique triangles; problems involving practical applications. Required of all students majoring in Mathematics.

Text: Granville, *Trigonometry*.

Mathematics 6—Solid Geometry. Three hours each week. Credit: three hours first semester.

Text: Wentworth and Smith, *Solid Geometry*.

Mathematics 7—Analytic Geometry. Three hours each week. Credit: three hours first semester.

Theory of Cartesian and Polar coordinates; the straight line; the conic sections; the general equation of the second degree.

Text: Smith and Gale, *New Analytic Geometry*.

Mathematics 8—Differential Calculus. Three hours each week. Credit: three hours second semester.

Text: Granville, *Differential Calculus*.

Mathematics 9—Solid Analytical Geometry. Three hours each week. Credit: three hours first semester.

Text: Smith and Gale, *New Analytic Geometry*.

Mathematics 10—Integral Calculus. Three hours each week. Credit: three hours second semester.

Text: Granville, *Integral Calculus*.

Mathematics 11-12—Differential Equations. Three hours each week. Credit: three hours each semester.

A study of ordinary and partial differential equations, with their application of geometrical, physical and mechanical problems.

Text: Murray, *Differential Equations*.

Education 31—Teaching of Mathematics. Three hours each week. Credit: three hours first semester.

This course is designed to assist those desiring to teach Mathematics in the public schools.

Text: Young, J. W. A., *The Teaching of Mathematics in Secondary Schools*.

Mathematics 14—Advanced Calculus. Three hours each week. Credit: three hours second semester.

Total and partial derivatives; theory of infinitessimals; development of series; definite integrals; approximations.

Text: Osgood, *Calculus*.

Not offered 1931-1932.

MUSIC EDUCATION

Music is an inherent attribute of the nation's life and thought. The musician is in demand in the schools, the churches, the concert halls, and the homes all over the land.

Degree: It is the aim of the Department of Music to combine the technique and theory of music, enriched by an appreciation of its aesthetic value, with a thorough background of cultural subjects. It is with this aim in view that the college offers a degree of Bachelor of Arts with a major in music.

Students desiring such a major must elect at least sixteen hours in applied music, either piano or voice, and eight hours or more in theoretical music and must give a successful recital before graduation.

Diploma: A special diploma in applied music is awarded to those who have completed satisfactorily the curriculum outlined in voice, piano, or violin. The applicant for the diploma must have shown sufficient proficiency in the special work chosen to secure the recommendation of the instructor. The exact time required can not be stated in school years.

Entrance Examinations: Students with any degree of proficiency in music may enter the applied music courses, but only those who develop sufficiently and show ability are considered for a diploma or graduation with a major in public school music, piano, voice, or violin. In most cases an examination must be taken. Those seeking advanced standing in applied music are requested to bring statements from former teachers.

Credit: A student must have a knowledge of the rudiments of music before any credit for applied music will be given. This includes music notation, the construction of the pianoforte keyboard, and the main principles of music.

In addition to the work outlined in this department, a student must take 12 to 18 hours of *related subjects*. These may be chosen from the departments of English or foreign language, philosophy or religion, or by special permission, from some other department.

Music Organizations, including Choral Society, A Capella Choir, Glee Clubs and Music Clubs, are described under *Student Organizations*, on page 78.

GENERAL COURSES

Music 34—Appreciation of Music. Three hours each week. Credit: three hours second semester.

Study of musical literature, vocal and instrumental, by means of a phonograph, voice and instruments. This course amply provides the student with a training that will enable him to understand and to appreciate the various forms of music and musical instruments.

Music 43-44—History of Music. Three hours each week. Credit: three hours each semester.

I. A survey of music among primitive peoples, early church music, troubadours, minnesingers, and the invention of opera. Musicians from Bach to Weber.

II. The development of romanticism and program music. Musicians from Mendelssohn to Strauss.

III. Modern music in Italy, France, Russia, Scandinavia, England and America.

Education 47—Supervision of Public School Music. Three hours each week. Credit: three hours first semester.

This course is primarily a prerequisite for the practice teaching course which comes the second semester. It includes the methods and materials used throughout the school system, score cards for evaluating progress, formulations of criticisms, visitations and the organization of teachers meetings.

Prerequisites: Only music majors who have covered all major requirements are eligible for this course.

THEORETICAL COURSES

Music 131—Theory of Music. Two hours each week. Credit: two hours first semester.

A study of the rudiments of music and its terminology, scales, intervals, chords, etc., as preparation for the study of harmony and overtones. Explanation of transposed instruments and various musical forms.

Music 133—Ear Training. Two hours each week. Credit: two hours first semester.

This course includes training of the ear in rhythm, melody and harmony; dictation; recognition of chords and cadences in major and minor modes.

Prerequisite: *Music 131.*

Music 134—Sight Singing. Two hours each week. Credit: two hours second semester.

The object of this course is to develop rhythm, to aid in reading music at sight, to learn music notation and analysis, and to study music construction to gain a musical background for further study in music.

Music 144—Harmony I. Two hours each week. Credit: two hours second semester.

Four part writing of triads of major and minor keys. Choice of chords. Harmonization of melodies and basses. Keyboard and original work.

Music 145-146—Harmony II and III. Two hours each week. Credit: two hours each semester.

This work follows *Harmony I*, and includes simple modulations and more difficult harmonizations.

Music 147—Harmony IV. Two hours each week. Credit: two hours first semester.

Altered chords. Harmonic analysis. Keyboard work applying previous material studied. Originals.

Music 167-168. Composition and Analysis. Two hours each week. Credit: two hours each semester.

This course deals with an application of harmonic materials to song forms, elementary counterpart, and a brief analysis of larger forms.

Prerequisite: *Harmony 1, 2, 3.*

Music 170 and 170-171—Counterpoint I, II and III. Two hours each semester. Credit: two hours each semester.

Melodic progressions, clefts, two, three, and four part counterpoint in all species. Canon and free imitation on choral themes.

Prerequisite: *Music 36, 37-38, 39.*

APPLIED MUSIC COURSES

Diploma: The requirements for special diploma in applied music are as follows:

1. Two lessons per week for at least two years in the major study.
2. A satisfactory performance in recital in the major study.
3. Two years of minor study in Voice, Piano, or Violin.
4. Ear training—3 hours.
5. Theory of Music—3 hours.
6. Harmony—12 hours.
7. Music History—6 hours.
8. Three hours of regular classroom work each semester.
9. At least 44 hours of college credit in addition to full entrance to a collegiate curriculum in this institution.
10. Physical training during entire period spent at college.

It usually requires more than two years to develop the skill and efficiency necessary for recommendation for a diploma.

Music 201-2, 203-4, 205-6, 207-8—Pianoforte. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

A systematically developed technical foundation is the first requirement in pianoforte. This is accomplished by the proper hand formation and by the use of carefully selected and graded technical exercises; these are designed to give control to the muscles of the fingers, hands and arms, so necessary for artistic results. At the same time the musical and aesthetic development of the student receives the most careful attention.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Piano for practice, five hours each week, \$5.00 each semester.

Ten hours each week, \$8.00 each semester.

Music 211-12, 213-14, 215-16, 217-18—Voice. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

True cultivation of the voice in singing consists in the correct development of pure tone quality and control. In order to accomplish this, two things are of utmost importance: correct breathing and proper support of the tone by the muscles of the body. A higher ideal is desired than the perfection of mere mechanical skill, viz.: a musicianly style of singing and all that is implied in the term interpretation, together with a thorough appreciation of the best works of the masters. Ability to sing in at least two foreign languages is required.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Piano for practice, five hours each week, \$5.00 each semester.

Ten hours each week, \$8.00 each semester.

Music 221-222—Violin. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Music 225-226—Violoncello. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Music 229-230—Choir Training. Five hours per week. Credit: two hours each semester. This course may be taken with or without credit.

Admission to this course is equivalent to membership in the A Capella Choir. (See p. 78 for a description of the choir.) The course is an exceedingly practical one and is devoted entirely to the acquirement of a repertoire in music suitable for use in churches and other sacred gatherings. Public performances are given throughout the state.

PHILOSOPHY

This department is divided into two sections, Psychology and Philosophy. The purpose of the work in psychology is to guide the student into an understanding of the fundamental characteristics of human behavior, to help the student apply the knowledge of these laws of behavior in solving problems of personal adjustment to the environment in which he lives, to meet the ever-increasing demands for leaders who have psychological training, and to interpret education in terms of integrated personalities.

The aim of the courses in philosophy is to train the student to view himself and his world as a whole. They are planned to help the student to find the relationship between the various courses he is taking in his liberal arts training.

Students who wish to major in this department must elect a minimum of twenty-four hours of work from the courses listed below in psychology and philosophy.

PSYCHOLOGY

Psychology 1—General Psychology. Three lectures and two hours of laboratory each week. Credit: three hours first semester.

An introductory course, giving a survey of the essential facts and laws of human behavior.

Required of all candidates for a degree.

Psychology 2—Child Psychology. Three hours each week. Credit: three hours second semester.

A study of the inherited patterns of behavior and the changes that occur through conditioning. Special emphasis will be placed upon the underlying principles of mental hygiene in childhood.

Psychology 4—Social Psychology. Three hours each week. Credit: three hours second semester.

A study of the forms of human behavior resulting from social stimulus.

Psychology 6—Educational Psychology. Three hours each week. Credit: three hours second semester.

The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, and such psychological problems as concern the teacher, will receive attention.

Psychology 7—Vocational Psychology. Three hours each week. Credit: three hours first semester.

This course is an application of psychological principles for the solution of problems in industry, business, law, medicine, the ministry and social work. It discusses methods for vocational guidance, vocational selection and personnel work.

Psychology 8—Abnormal Psychology. Three hours each week. Credit: three hours first semester.

A study of the abnormalities of human behavior and of the causes and conditions of their development. Special consideration will be given to principles of prevention of maladjustment.

Not offered 1931-1932.

Psychology 20—Psychology of Personality. Three hours each week. Credit: three hours second semester.

A study of the factors underlying the development and integration of personality. The course emphasizes the importance of the emotions, mental hygiene, and re-education.

PHILOSOPHY

Philosophy 10—Aesthetics; Appreciation of Art. Three hours each week. Credit: three hours second semester.

An analytic study of the beautiful, of aesthetic appreciation, and of artistic creation for the purpose of gaining an understanding of the Fine Arts.

Required of all sophomores.

Philosophy 11—Introduction to Philosophy. Three hours each week. Credit: three hours first semester.

This course considers the general questions with which Philosophy is concerned and the different types of solution which the human mind has given them.

Philosophy 12—The Modern Mind. Three hours each week. Credit: three hours second semester.

This course aims to describe and interpret the main currents of present day thought. The present state of philosophy and the positions of important living thinkers will be covered by discussions and reports.

Philosophy 14—Philosophy of Religion. Three hours each week. Credit: three hours second semester.

The purpose of this course is to survey the various philosophies of religion and to construct a modern philosophy of religion.

Not offered 1931-1932.

Philosophy 103-104—A Survey of Religious and Philosophical Thought. Three hours each week. Credit: three hours each semester.

This course deals with the development of human thought and religion from the Greek period through the modern era. It surveys the great systems of philosophy and religion and shows their influence

on developing civilization. Special consideration will be given outstanding leaders of thought of each period.

Required of all seniors.

PHYSICAL EDUCATION

The work in physical education is divided into two divisions—one for men and one for women. Each student is required to make eight hours credit in this department before graduation.

PHYSICAL EDUCATION AND ATHLETICS FOR MEN

It is the purpose of this department to work out a health and recreational program for every man in college. Since competitive sports offer excellent opportunities for exercise and the development of bodily control and at the same time give recreation to the mind, the physical education for men is based on intramural and intercollegiate athletics. Each man is given a physical examination and his program is worked out on the basis of his physical condition. Corrective drills and exercises are given to those who need them.

There are intramural contests in basketball, baseball, track, tennis, volley ball and touch football.

The intercollegiate sports are football, basketball, baseball, track, and tennis.

Each man is required to choose one or more sports in which he must participate three days each week. In addition to this, he must do a certain amount of academic work outlined below.

Physical Education 1-2—Hygiene and Sports. Three times each week. Credit: one hour each semester.

In addition to engaging in some sport three days each week, the students will make a systematic study of how to maintain a healthy body.

Required of all freshmen.

Physical Education 3-4—Sports and the Theory of Games. Three times each week. Credit: one hour each semester.

In addition to participation in some sport three days each week, the student is required to make a special study of some sport each semester.

Required of all sophomores.

Physical Education 5-6—Sports and the Character Building Aspects of Athletics. Three times each week. Credit: one hour each semester.

Required of juniors.

Physical Education 7-8—Sports and Programs of Athletics and Recreation. Three times each week. Credit: one hour each semester.

Physical Education 9-10—Corrective Drills and Exercises. Three hours each week. Credit: one hour each semester.

This course is for those who have special physical defects that need correcting.

PHYSICAL EDUCATION AND HYGIENE FOR WOMEN

Every young woman in college is required to take work in the department of physical education. A thorough medical and physical examination is given to all students upon entering college. This not only enables the student to know her own physical condition in order that she may intelligently conduct her mental and physical activities, but enables the director to know just what the possibilities and limitations of the student are and what is really best suited to her needs. The department aims to provide ways and means to promote health and strength, to improve posture, to give relaxation from mental work, and to aid in the development of precision, alertness, and grace of movement.

Costume—All students are required to provide themselves with the regular Guilford College gymnasium uniform. Full information will be given upon application.

Women's Athletic Association—See *Student Organizations*, page 81.

Physical Education 21-22—Hygiene. One hour each week. Credit: one hour each semester.

This course aims to give a practical knowledge of the proper management, protection, and care of the human body.

Physical Education 23-24—Individual Health Gymnastics and Corrective Exercises. Three hours each week. Credit: one hour each semester.

Required of all students classified for such work as a result of their physical and medical examinations.

Physical Education 25-26—General. Three hours each week. Credit: one hour each semester.

This course includes field hockey, basketball, baseball, volley ball, gymnastics, folk dancing, marching, stunts, etc. Required of freshmen who are not classified for Physical Education 23-24.

Physical Education 27-28—General. Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, and aesthetic gymnastics. Required of sophomores not in Physical Education 23-24.

Physical Education 29-30—General. Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, apparatus work, and aesthetic gymnastics. Required of juniors not in Physical Education 23-24.

Physical Education 31-32—General. Three hours each week. Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, apparatus work, and aesthetic gymnastics. Required of seniors not in Physical Education 23-24.

Education 41—Theory and Practice of Physical Education. Three hours each week. Credit: three hours first semester.

This course is especially adapted to those who wish to supplement the teaching of other subjects with coaching, gymnastic teaching, etc. Open to fourth year students who have had all the required work in physical education in their first, second, and third years.

PHYSICS

The courses in physics are designed to prepare students for teaching this subject, for research and for practical work in

the industrial field. Those who are majoring in physics must take *Physics 1-2* and *Physics 3-4*, and enough more to complete a minimum of 24 hours in this department.

Since mathematics is absolutely necessary for the study of physics, it is recommended as a related subject; trigonometry and differential and integral calculus are required. There is also a close relationship between physics and chemistry. It is, therefore, recommended that the students who intend to major in physics take chemistry during their freshman year and continue it during their junior year. A good command of the English language and a reading knowledge of French and German are strongly recommended for related subjects in this department.

Physics 1-2—General Physics. Three lectures and four hours of laboratory each week. Credit: four hours each semester.

In this course the principles and phenomena of Physics are taken up in detail. In the laboratory special attention is paid to accuracy of observation, measurement, and record in experimental work. A study of mechanics, properties of matter, gases, fluids, and heat is taken up in the first semester.

In the second semester magnetism, electricity, sound, and light are studied.

No credit is given for less than a year's work.

Physics 3-4—Elements of Electricity. Two lectures and four hours of laboratory each week. Credit: three hours each semester.

Fundamental principles of electricity and magnetism as a foundation for practical and theoretical studies in the subject.

Prerequisite: *Physics 1-2* or equivalent, and *Plane Trigonometry*.

Offered 1931-1932, and alternate years.

Physics 5-6—Elementary Electron Theory. Lectures and recitations, three hours each week. Credit: three hours each semester.

Introduction to the modern electron theory of matter, based upon researches in electric discharges through gases, radio activity, photoelectricity, x-rays, thermionic emission, and modern theories of atomic structures.

Physics 7—Elementary Mechanics. Three hours each week.
Credit: three hours first semester.

Application of calculus to the elementary principles of statics and dynamics and the use of these principles in special problems.

Prerequisite: *Physics 1-2.*

Offered 1932-1933, and alternate years.

Physics 8—Light. Lectures and laboratory work each week.
Credit: three hours second semester.

A study will be made of the nature of light, velocity of light, reflection, refraction, interference, diffraction and an introduction to spectroscopy.

The class work will be accompanied by laboratory exercises in the fundamental phenomena of light and their measurement.

Prerequisite: *Physics 1-2.*

Offered 1932-1933, and alternate years.

Physics 9—Physics Seminar. Credit to be determined by amount and type of work done.

Intended only for those students majoring in physics.

Physics 15—Household Physics. Lectures and recitations two hours each week. Credit: two hours first semester.

A course designed to meet the requirements of students who are majoring in Home Economics.

Physics 17—Laboratory exercises for Household Physics. Three hours of laboratory work each week. Credit: one hour first semester.

This course is designed to accompany Physics 15.

Education 35—Materials and Methods of Teaching High School Physics. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach physics in high schools. It will take up a discussion of the aims, functions and objectives of science in secondary schools and the part that can be played in physics in obtaining these objectives. Related material will be reviewed and methods of instruction emphasized. Lesson planning will be a feature of the course.

Equipment. The Physics Department occupies two well lighted and well ventilated rooms in the basement of King Hall. The laboratory is supplied with water, gas and elec-

tricity, the latter at 110 volts A.C. and 110 and 15 volts D.C., and contains apparatus to demonstrate the principal phenomena of physics and for measurement of forces.

RELIGION

The Department of Religion offers courses to those who are interested in Bible study and religious values for their own development as well as to those who wish to prepare for specific service in religious education and in the ministry. A few courses are arranged especially for those who are expecting to engage in the ministry among Friends or who are otherwise interested in the history and work of Friends.

A major consists of twenty-four hours selected from the courses herein described, the first part of which should be taken in the following order: *Religion 3*, *Religion 4*, *Religion 1*, and *Religion 2*. Students who are taking such a major should choose as related subjects Latin, Greek, English, Modern Language, History or Philosophy, with the expectation of completing eighteen hours in one subject and twelve hours in another. The selection of related subjects should be made in conference with the head of this department.

Religion 1—Hebrew History. Three hours each week. Credit: three hours first semester.

An outline study of Hebrew political and religious life from the period of the judges to the destruction of Jerusalem. Internal and external political changes are examined in their influence on moral and spiritual development. The messages of the prophets are studied in the light of their own times and the permanent religious value of their teachings estimated.

Religion 2—Jewish History. Three hours each week. Credit: three hours second semester.

A survey of the Babylonian exile, the return of Jews to Palestine, their life under Persian and Greek rule, independence under the Maccabees, as reflected in prophetic, apocalyptic and poetic writings of the various periods.

Religion 3—Beginnings of Christianity. Three hours each week. Credit: three hours first semester.

A study of the origin of Christianity as set forth in the gospels. The synoptic problem is considered briefly, the course being devoted principally to the outline and details of the life and ministry of Jesus, closing with an estimate of his person.

Religion 4—The Apostolic Church. Three hours each week. Credit: three hours second semester.

On the historical and religious background of the first century this course represents a study of the early Christian community, the life and ministry of Paul, the spread of Christianity through the Roman provinces and the Christian literature of the period.

Religion 5—History of the Christian Church. Three hours each week. Credit: three hours first semester.

A survey of the Christian Church from the first century to the modern period, including growth, organization, doctrine, papal development, inner struggles, medieval decadence, and protestant reform.

Religion 6—History of the Friends. Three hours each week. Credit: three hours second semester.

The course includes political and religious conditions in England in the 17th century, the experiences and ministry of George Fox and his associates, writings of prominent Friends, the settlement of Pennsylvania, causes and consequences of separations, recent developments and activities.

Religion 7—The Church: Worship and Ministry. Three hours each week. Credit: three hours first semester.

An inquiry into the nature of worship and the manner of holding Friends meetings, together with a study of the matter and form of the sermon. Designed especially for those who are preparing for the ministry among Friends, but open to all who are interested.

Religion 8—The Church: Organization and Work. Three hours each week. Credit: three hours second semester.

A comparative study of church organization with emphasis on the form of government as developed by Friends in the system of monthly, quarterly, and yearly meetings, and a survey of field and departments of work in the local meeting and in national and international service.

Religion 9—Principles and Methods of Teaching Religion. Three hours each week. Credit: three hours first semester.

This course includes a study of child nature, the aims of religious education, material to be used in such instruction, various types of teaching, the personality and qualifications of the teacher.

Religion 10—Organization of the Church School. Three hours each week. Credit: three hours second semester.

A study of the organization and administration of religious education in the church school and other institutions, including the gradation and management of pupils, and the training and supervision of teachers.

Religion 11-12—Biblical Literature. Three hours each week. Credit: three hours each semester.

An introduction to the study of Old Testament literature, including an analysis of the first six books of the Bible and an examination of the authorship, literary style, and meaning of the prophetic writings.

Philosophy 103-104—A Survey of Religious and Philosophical Thought. Three hours each week. Credit: three hours each semester.

(See course outlined in Department of Philosophy.)

ROMANCE LANGUAGES

FRENCH

A major in French shall consist of 24 credit hours beyond *French 1-2*. *French 5-6* should be taken before the junior year. A student pursuing this major must take either *Spanish 3-4*, or *German 3-4*, or their equivalent. Whichever one is chosen should be pursued for two years. Greek, Latin, History or English are recommended as related subjects.

Students who are expecting to teach in the public high schools must elect 21 hours of work in education, three of which must be in Methods and Materials of Teaching French, and three in practice teaching.

French 1-2—Elementary Course. Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the French language.

French 3-4—Intermediate Course. Three hours each week.
Credit: three hours each semester.

Careful review of grammar, reading, translation, conversation.

Prerequisite: *French 1-2*, or an accredited high school course.

French 5-6—Survey of French Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4*.

Offered 1932-1933, and alternate years.

French 7—Seventeenth Century Literature. Three hours each week. Credit: three hours first semester.

Prerequisite: *French 3-4*.

Offered 1931-1932, and alternate years.

French 10—Eighteenth Century Literature. Three hours each week. Credit: three hours second semester.

Prerequisite: *French 3-4*.

Offered 1931-1932, and alternate years.

French 12—Nineteenth Century Literature. Three hours each week. Credit: three hours second semester.

Prerequisite: *French 3-4*.

Offered 1931-1932, and alternate years.

French 15-16—Advanced Course. Three hours each week.
Credit: three hours each semester.

This course offers a more advanced study of French grammar, phonetics, pronunciation, composition, diction, dictation, etc., than is provided by French 3-4 and is recommended especially for those who plan to teach French. It will be open, however, to anyone who has had sufficient preparation for the work. A study of French civilization will be included.

Prerequisite: *French 3-4* or equivalent.

Offered 1932-1933, and alternate years.

Education 33—Methods and Materials of Teaching Modern Languages. Two hours each week. Credit: three hours the first semester.

This course should be taken by all those who intend to teach any of the modern foreign languages. A brief historical survey will be made of the various methods which have been employed in the past in the teaching of Modern Languages, and this will be followed by a presentation of methods in use today. This course will include also a study of the material available in language teaching, such as maps, sound charts, tests, teaching devices, etc., and a thorough study will be made of the best methods of teaching the various elements of a language, as, for instance, grammar, pronunciation, reading, and composition. A number of written and oral reports will be required.

Offered 1931-1932, and alternate years.

SPANISH

Spanish 1-2—Elementary Course. Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the Spanish language.

Spanish 3-4—Intermediate Course. Three hours each week. Credit: three hours each semester.

Careful review of grammar, reading, translation, and conversation.

Prerequisite: *Spanish 1-2*, or an accredited two-year high school course.

Spanish 5-6—Survey of Spanish Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *Spanish 3-4*.

STUDENT ORGANIZATIONS

LITERARY SOCIETIES

The two literary societies for young men, the Henry Clay and the Websterian, were organized in 1885. These societies occupied rooms in King Hall until that building was burned in 1908. In 1917 the societies moved into large rooms on the second floor of the Y.M.C.A. building.

The two societies for young women are the Zatasian and the Philomathean. These societies came into existence when the Philagorean Society was divided in 1908. The organizations occupy rooms on the first floor of Founders Hall.

The four societies meet every Friday night. During the year four formal inter-society receptions are given. The Henry Clay and Websterian societies are participating members of the North Carolina Intercollegiate Forensic Association.

THE CHRISTIAN ASSOCIATIONS

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the college. The two associations conduct jointly Bible classes each Sunday morning, and a six weeks mission study course is conducted during February and March. A number of outside activities are conducted by committees appointed from these associations.

The associations yearly send delegates to the interstate convention and to the student conferences at Blue Ridge.

Committees are appointed by the associations to meet new students on their arrival at Guilford College and to give them every possible assistance. The associations publish each summer a handbook of information about the college which is especially useful to new students. Social

affairs of the college are in the hands of committees appointed by the associations which work in conjunction with the faculty social committee.

Around the Y.M.C.A. and Y.W.C.A. the religious life of the college centers and from them radiates a Christian influence which penetrates every phase of college activity.

MUSIC ORGANIZATIONS

GUILFORD COLLEGE COMMUNITY CHORAL SOCIETY

The choral society is an organization of over one hundred and thirty voices conducted by a member of the faculty and open to all students and members of the college community who may be interested in music. Ability to read a part and a fair quality of voice is required for entrance.

Concentration in reading music and learning to interpret it according to the instructions of the conductor are the greatest values received. The "Messiah" by Handel is given annually before the Christmas recess. Works of prominent composers are sung at the annual commencement in June.

FEDERATED MUSIC CLUB

The Federated Music Club is composed of members of all music groups. This club is a member of the National Federated Music Clubs. This connection enables the members of the club to keep in touch with new ideas in music and gives each a share in the world of musical thought.

A CAPELLA CHOIR

This choir is made up of the best voices of the college, which, as the name suggests, sings without accompaniment. A definite musical training is required before any member is permitted to sing in concert with the choir. In order to receive this training all members are required to take the course, "Theory of Music," which deals with all phases of musical training. The choir made its initial appearance at

Commencement, 1929. This is the first appearance of an organization of this kind in connection with a southern institution. It introduces a new feature into the college and the musical life of the South. Since its inception by Mr. Noah, the choir has made remarkable progress. It is now recognized as one of the finest musical organizations in the State and is already having its influence on church music.

In the many appearances which the choir has made there has been enthusiastic comments on the quality of tone, the harmony, and more especially for the emotional values, the sense of aesthetic values in the spiritual realm which the members of the choir have been trained to experience and to communicate to others. The choir offers unusual opportunities to college students interested in music, for it not only gives them an excellent training in the finest type of music, the sacred song, but it also provides a splendid fellowship and opportunities to carry a real message to the people of our country.

THE DRAMATIC COUNCIL

The Dramatic Council is an executive board of nine members, representing equally the Young Women's Christian Association, the Young Men's Athletic Association and the Faculty Literary Club. The council was organized in 1921 to take charge of the presentation of the two plays given annually by the student organizations represented. Through its efforts a property room has been secured in Memorial Hall in which is stored all the permanent equipment of the council.

THE DEBATING COUNCIL

The Debating Council is composed of six students, three from each of the literary societies for men, and the Faculty Committee on Debates. The Council is a member of the North Carolina Intercollegiate Forensic Association. The purpose is the promotion of the annual intercollegiate debates and the fostering of an interest in forensics.

•

THE GUILFORDIAN BOARD

The Guilfordian Board edits and publishes *The Guilfordian*, the college biweekly. It consists of twelve members selected from the students. The editor-in-chief, managing editor, the alumni editor, the business manager, assistant business manager, circulation manager, and the two faculty advisers are the principal officers elected by the Board. The Board is provided with office room in Memorial Hall.

ATHLETIC ASSOCIATIONS

The Athletic Associations are formed for the purpose of fostering and encouraging the athletic interests at the college and to assist in the work in the department of physical education.

THE ATHLETIC ASSOCIATION FOR MEN

All intercollegiate athletics are under the general direction of the Physical Director for Men and the Faculty Committee on Athletics, in coöperation with the Athletic Association for Men.

The Athletic Council is composed of the Faculty Committee on Athletics, the Physical Director for Men, officers of the Athletic Association and the managers of the teams. This council elects the managers of the teams, decides all important questions relating to athletics, and makes the financial appropriations for athletic purposes.

The Alumni Committee on Athletics is composed of former students at Guilford College who won their letters. This committee acts in an advisory capacity to the Athletic Association.

IMPORTANT REGULATIONS

Athletic contests are promoted for the benefit of bona fide students only, and only such are permitted to represent the college in any athletic contest.

No student shall be eligible for any athletic team who shall have been a member of any professional or league team named in the classes A, B, C, or D, in the publication of the National Baseball Committee.

No student shall participate in any athletic contest who failed to pass at least nine hours of the work of the quarter previous to that in which the contest occurs or who is failing to maintain a passing grade during the current quarter.

No student shall play on any college team during the first semester who registers after October first; nor shall any student become a member of a team during the second semester who registers after February tenth of any year.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

WOMEN'S ATHLETIC ASSOCIATION

This organization acts as an auxiliary to the department of physical education. It is the purpose of this organization to promote constantly and consistently health standards by fostering an interest in physical education and helping to provide ways and means of getting daily exercise and recreation.

STUDENT ACTIVITIES

The Student Affairs Board, made up of one representative from each student organization on the campus and four members of the faculty appointed by the President, have the general oversight of the student activities of the College. In order to set a standard for the participation of students in various campus activities, each activity is given a point rating. These are shown in the table which follows:

GROUP I

(Each activity is rated as one point)

Minor staff member of the Quaker; minor staff member of the Guilfordian; member of either Student Council; college

marshals; cabinet members of Y. M. C. A. or Y. W. C. A.; member of Student Affairs Board; Chairman of Debating Council; member of either Athletic Council; Superintendent of Sunday school; President of Christian Endeavor.

GROUP II

(Each activity is rated as two points)

Assistant business manager of the *Guilfordian*; associate editors of the *Guilfordian*; circulation manager of the *Guilfordian*; treasurer of a literary society; president of either Athletic Council; assistant manager of football and baseball; manager of track; actor in a play; varsity squad of track or tennis; member of the choir.

GROUP III

(Each activity is rated as three points)

Photographic manager of the Quaker; president of either Y. M. C. A. or Y. W. C. A.; president of Men's Student Council; president of Student Affairs Board; subscription manager of Quaker; chairman of program committee of Y. M. C. A. or Y. W. C. A.; manager of men's baseball, basketball or football; varsity squad of football, baseball or basketball; member of debating team; member of Dramatic Council.

GROUP IV

(Each activity is rated as four points)

Editor-in-chief, business manager or managing editor of the Quaker; editor-in-chief, business manager or managing editor of the *Guilfordian*; president of Women's Student Council; house presidents; chairman of Social Committee.

LIMITATION OF ACTIVITIES

A student with an average grade of "A" may carry thirteen activity points.

A student with an average grade of "B" may carry nine activity points.

A student with an average grade of "C" may carry five activity points.

A student passing nine hours of work, yet not having an average grade of "C," may carry three points only.

No student may hold more than one four-point office.

Students participating in major student activities must be bona fide students, must be making a passing grade in at least nine hours of current college work, and must have made a passing grade in at least nine hours during the previous quarter. In case the student has been out of college for a time the rule applies to the last quarter he was in college.

Students who have withdrawn from other institutions on account of failures, or who have been asked to withdraw on account of failures, shall be required to maintain a passing grade for one quarter in at least nine hours of work before being allowed to participate in major student activities.

Students who enter after October first will not be permitted to participate in major student activities during the first quarter. Students who enter after February 10th will not be permitted to participate in major student activities during the third quarter.

A student who makes "D" or "E" cannot have his grade changed before the end of the quarter. No exception is made to this rule in case of students who pass courses at the regular re-examination period. A student who has been given the grade "Incomplete" will be re-admitted to student activities when the instructor who gave the grade reports that the work has been satisfactorily completed, provided the student has then passed the required nine hours.

In connection with intercollegiate athletics, the rules of the North Carolina Intercollegiate Athletic Conference are to be observed.

Committees appointed to make nominations for officers for any of the above offices should confer with the Student Affairs Board to determine whether the proposed candidate is eligible to hold the office.

THE ALUMNI ASSOCIATION

The Alumni Association has the following officers: President, David J. White, Greensboro, N. C.; Vice-President, Byron A. Haworth, Greensboro, N. C.; Secretary and Treasurer, Ida E. Millis, Guilford College, N. C.; Assistant Secretary, J. Paul Reynolds, Guilford College, N. C.

The Alumni Association, through its committees, extends aid to the college in various ways. There are committees on Athletics, Campus, Literary Work, Christian Work, and Publicity. A loan fund has been created by the Association for assisting students. Two meetings are held each year, one at Commencement and the other in August. The Association publishes a bulletin in which reports of the year's proceedings can be found.

PUBLICATIONS

The Guilford College Bulletin is issued by the College six times a year. Included under this are: the Catalogue, the Alumni Bulletin, the various announcements and reports. These bulletins will be sent free of charge to any one on request.

The Guilfordian is published biweekly by a board of editors chosen from the student body. Its main function is that of a college newspaper, but it also contains considerable material of a purely literary character. Alumni, old students, and friends of the college find it a valuable means of keeping informed as to what is going on at the College. Address all inquiries and make checks payable to Business Manager, *The Guilfordian*.

The Quaker is published at irregular intervals of one to three years by the student body. It is a record in the form of pictures, poems and sketches of the various student activities of the College.

The Students Directory is published during the summer by the Young Men's and the Young Women's Christian Associations. It contains information about the college affairs useful to new students.

SCHOLARSHIPS, PRIZES AND HONORS

SCHOLARSHIPS

Haverford College offers annually a few scholarships of \$600.00 each, one or more of which are available to members of the graduating class or to recent graduates of Guilford College who are able to meet the standards required. Applications for these scholarships must be made direct to the President of Haverford College on or before April first.

Bryn Mawr College offers each year to the young woman of the graduating class whom the faculty shall recommend a scholarship of the value of \$400.00. The applicant shall have attended Guilford College at least two years and shall have distinguished herself in scholarship, excellence of character and give promise of future usefulness.

Only those students who have made formal applications will be considered. All applications must be filed with the faculty of Guilford College on or before April first.

Marvin Hardin Scholarship. The class of 1904 has endowed a scholarship in memory of their fellow classman, Marvin Hardin, to be awarded annually to that member of the sophomore class making the best scholastic average. This scholarship is available in the spring of the senior year provided that the student shall pursue the balance of his undergraduate studies at Guilford College.

William F. Overman Scholarship. William F. Overman, of Moorestown, New Jersey, a former student of New Garden Boarding School, has established a fund, the income from which is to be known as the *William F. Overman Scholarship*. Any junior who does not hold the *Marvin Hardin Scholarship* and whose average grade is 82% or more in all subjects taken at Guilford College, may be a candidate for this scholarship. From the candidates, the faculty and student body choose the one who has made the greatest contribution to the college life; who has done the best piece of constructive work in

improving some department of student activities; who has helped most in maintaining a fine cooperation between faculty and students; who has done most to create a fine college spirit. The candidate chosen will receive the scholarship during his senior year at Guilford College.

PRIZES

The Peace Prize. The Peace Association of Friends in America offers a first prize of \$25.00 and a second prize of \$10.00 for the best orations on a peace subject. The orations must be original, there must be five or more contestants, and the orations must be delivered at a public meeting that has been properly announced or advertised.

Literary Society Prizes for Improvement. Each of the four literary societies awards an improvement prize. This prize is given to the new member making the most improvement during the year.

The William L. Rudd Consistency Prize is awarded annually to that member of the Websterian Literary Society who has made the best record for participation in the programs of the society.

Declamation Prizes for High Schools. Each year there is held at the college a declamation contest for high school students. Each high school is entitled to send two contestants, a young man and a young woman. Two prizes are awarded, one to the successful young man and the other to the successful young woman.

These contests are conducted by the college literary societies in order to stimulate literary society work in the high schools.

Honors. Members of the first and second classes, pursuing the regular amount of work whose average grade is 90 or above, and whose grade does not fall below 85 in any subject shall be entitled to *Honors*.

Members of the Junior Class who have received an average grade of 93 in their major work and do not receive a grade below 85 in any subject shall be entitled to *High Honors*.

Those members of the Senior Class who have received *High Honors* in their junior year and whose average grade in the senior year does not fall below 93 shall be entitled to *Highest Honors*.

HONOR ROLL

Those eligible to the honor roll shall be the upper 10% of the freshman, sophomore, junior and senior classes; however, no freshman may be admitted to the privileges of the roll until the end of the freshman year.

Those on the honor roll shall not be required to attend classes or be held for daily preparation, but shall be required to take quarter and semester examinations.

Seniors who have been on the honor roll for five consecutive semesters shall be exempted from their final semester examinations.

The names of those on the honor roll shall be published at the end of each semester in the following papers: Guilfordian, Greensboro papers and home papers, and a letter shall be sent to the parents.

Once each year there shall be a special service, preferably chapel, when recognition shall be given to these students.

DEGREES AND PRIZES

1929-1930

DEGREES

The following degrees were conferred on Commencement Day, June 2, 1930:

Bachelor of Arts

Sallie Belle Best	Annie Kate Neal
Sarah Catherine Cox	Jay Norman Osborne
Harry Calvin Denny	Rembert Wallace Patrick
Lena Gertrude Farlow	Horace Smith Ragan
Evelyn Elizabeth Hayworth	William Alton Tew
Ruby Gold Johnson	Norma Belle Wilson
Mary Ellen Lassiter	George Aldon Yelverton
Leslie Murphy	

Bachelor of Science

Graham Lester Allen	Benjamin Barclay Newlin
Beulah Gertrude Blow	Delmas Burton Newlin
Annie Ruth Bullard	Mahlon Hale Newlin
Sumito Fukasawa	Currie Byrd Spivey
Eunice Elizabeth Lindley	Annie Josephine Ray
Lola Mae Monroe	Robert Van der Voort

The following degrees were conferred August 9, 1930:

Mary Alice Futrelle, A.B.	Okel Elwood Moore, A.B.
Mabel Elizabeth Ingold, A.B.	Virginia Mae Saunders, A.B.
Grace Kimrey, B.S.	Samuel Otis Short, A.B.
Lawrence Arnold Matthews, B.S.	

SCHOLARSHIPS, PRIZES AND HONORS

Haverford Scholarships	Mahlon Hale Newlin
	Sumito Fukasawa
Marvin Hardin Scholarship	Pearl Kimrey
William F. Overman Scholarship ...	Bunyan Hadley Andrew
Peace Prize	Edward Pugh Blair
Philomathean Orator's Prize	Mary Gray Richardson
Philomathean Improvement Prize ...	Mary Lucile Meadows

HONORS

Wilbert Leo Braxton	Julia Aileen Pegg
Jean Dorothy Cochran	Ethel Maria Swaim
Pearl Kimrey	Margaret Annabel Warner
Charles Brodie Money	

HIGH HONORS

Paul Douglas Tew

HIGHEST HONORS

Sallie Belle Best

HIGH SCHOOL CONTESTS

Declamation Contest	Clayborn Gregory, Durham
Recitation Contest	Margaret Federal, Charlotte

HONOR ROLL

The following students ranked in the upper ten per cent of their respective classes at the close of the second semester 1929-1930, and were, therefore, placed on the honor roll:

SENIORS

Isabella Jinnette	Paul Douglas Tew
Leona Mae Guthrie	

JUNIORS

Pearl Kimrey	Wilbert Leo Braxton
Margaret Annabel Warner	Dorothy Alice Wolff
Murray C. Johnson	Jean Dorothy Cochran

SOPHOMORES

Ruth Ida Hiller	Jewell Mock Conrad
Harvey Roseland Newlin	Mary Gray Richardson
Ethel Maria Swaim	Sarah Augusta Davis
David Henry Parsons	Mary Katherine Booker
Mary Edith Camp	Esther Flora Roach

HONOR ROLL

The following students ranked in the upper ten per cent of their respective classes at the close of the first semester, 1930-1931, and were, therefore, placed on the honor roll:

SENIORS

Mattie Enola McCanless	Paul Douglas Tew
Isabella Jinnette	

JUNIORS

Pearle Kimrey	Jean Dorothy Cochran
Wilbert Leo Braxton	Margaret Annabel Warner
Mary Elizabeth Pittman	

SOPHOMORES

Ruth Ida Hiller	Mary Edith Camp
David Henry Parsons	Virginia Belle Hiatt
Eleanor Grace Bangs	Harvey Roseland Newlin
Ethel Maria Swaim	Mary Gray Richardson

FRESHMEN

Esther Lee Cox	Maud Angeline Hollowell
Leroy Miller, Jr.	Lewis Hamilton Abel
John Hugh Williams	Thomas Hamlin Houck
Roscoe Lindley Barrow	Martha Elizabeth Lane
Clara Belle Welch	Marianna Cheney Raiford

EXPENSES

For board, room rent, laundry, tuition, registration, library, laboratory and lecture fees for the academic year of thirty-six weeks.

For men in Archdale Hall	\$400.00
For men in Cox Hall	400.00
For women in Founders Hall	400.00
For women in New Garden Hall (not including laundry) estimated	300.00
For day students (board, room rent, and laundry not included)	150.00

In addition to the above charges every student is charged a *Student Activities Fee* of \$12, a *Library Fee* of \$3, and a *Deposit Fee* of \$5.

The Student Activities Fee is assessed to cover the budget of certain student organizations in which every student may participate or from which he receives certain benefits. The budget must be adopted by, at least, a three-fourths vote of the entire student body. The organizations participating in the budget are the Athletic Association for men and women, the College Annual, the College Newspaper, the Christian Associations, the Student Government organizations, the Dramatic Council and the Student Affairs Board.

The Library Fee. During the coming year the Library will be open in the evenings, and the collection of books and magazines will be greatly increased. This will necessitate the employment of a trained assistant librarian, which will greatly increase the service the Library is able to render to the students. In order to cover a part of the additional expense a *Library Fee* of \$3 is assessed.

A *Deposit Fee* of \$5 is required of each student against which unnecessary damages to college property are charged. If the person doing the damage is known, the charge is made

against that person. When the administration is unable to identify the person causing the damage, the cost of repair or replacement will be distributed as fairly as possible amongst the group of students most directly concerned. New students must pay the deposit fee in advance in order to reserve a room in the dormitory. Any unused part of this deposit fee is returned to the student paying it at the end of the year.

Health Service. The administration undertakes to maintain sanitary and healthful conditions for the protection of the students and the faculty. Each student is required to keep his own room clean and in order. A physical and medical examination is made of each student at the beginning of the year and medical advice is provided from time to time. If, however, the special medical services of a physician or a nurse are required, the student receiving these services must pay the expense.

Reduction in Charges. When two or more students come from one family a 5% discount is allowed on the charges for board, room rent, laundry, and tuition, provided full cash payment is made according to the schedule outlined on page 93. No discount is allowed if there is any modification of this schedule for payment.

Special Fees

Graduation Fee	\$10.00
Late Registration Fee	2.00
Extra credit hours (more than 18) per hour	4.00
Deposit Fee	5.00
Breakage Fee for Laboratory Courses	5.00

Fees in Music

Piano, two lessons per week	\$ 75.00
Piano, one lesson per week	45.00
Voice, two lessons per week	75.00
Voice, one lesson per week	45.00
Use of piano for practice five hours per week	10.00

Use of piano for practice ten hours per week	16.00
Violin or violoncello, two lessons per week	75.00
Violin or violoncello, one lesson per week	45.00
Music students taking one academic subject	100.00
Music students taking two academic subjects	145.00

Fees in Expression

Expression, one private lesson per week	\$ 40.00
Registration fee for students taking music or expres- sion only	15.00

Fees in Commercial Courses

Typewriting (each semester)	\$15.00
Shorthand (each semester)	15.00
Bookkeeping (each semester)	8.00

PAYMENTS

Payments are due on or before the following dates:

Thirty percent (30%)	September 8, 1931
Twenty percent (20%)	November 9, 1931
Thirty percent (30%)	January 23, 1932
Twenty percent (20%)	April 2, 1932

Make all checks payable to Guilford College.

Parents or guardians should send with the student draft or cash sufficient to cover the first payments and should send other payments to the student promptly.

During Christmas and Easter vacations no meals will be served at the college and all rooms must be vacated.

REGULATIONS GOVERNING PAYMENTS

By resolution of the Board of Trustees the following regulations are operative, nor are they subject to suspension or alteration by any administrative officer of the college:

Refunds and Reductions. Tuition and registration fees and payments for room rent are not refunded.

Except in special cases, no reduction is made for students who register late; in no case will a reduction be made for a fraction of a week.

In case a student is absent from the college on account of protracted illness of ten days or more, a pro rata part of the money paid for board will be refunded on presentation of a physician's certificate that the student was unable to return. Should the student leave the college for any other cause than illness, or be expelled or suspended, all moneys advanced by him shall be retained by the college as liquidated damages for the student's breach of contract; it being agreed that the advancement is a reasonable sum for such damages, since the same are uncertain, speculative and difficult to determine.

Registration. Registration for the first semester must be completed by noon of the day on which the college opens officially, and for the second semester, by 8 a.m. of the first day of that semester. (See *Academic Calendar*).

Late Registration. Students who fail to complete their registration on time will be charged a special fee of \$2.00.

Failure to pay. Any student who has failed to pay his bills on the dates published in the catalogue is denied the right to attend classes until his account with the college is adjusted.

No student is considered by the faculty as a candidate for graduation until he has settled all indebtedness to the college.

No student who has not settled his account with the college will be permitted to stand the midyear or final examinations of the college year.

ROOMS

The students furnish pillows, linen, and all covering for their beds; also soap, towels, and napkins.

Any student may retain his room from one academic year to the next by giving due notice of his intention in writing before March 1st.

Where a room has been equipped to accommodate two students, the charge for one occupant will be one and one-half the regular rent.

Students after arranging for rooms and board are not allowed to change without the consent of the authorities.

NEW GARDEN HALL

Girls are admitted to New Garden Hall on the following terms: Each girl agrees to perform her allotted part of the household duties and to pay to the matron of New Garden Hall the actual cost of board in advance. In this way the board will be furnished for about \$9.00 or \$10.00 per month, for each girl. Girls in this hall may do their own laundry work. If this work is sent to the college laundry, the cost will be \$20.00 per year.

LOAN FUNDS

There are several funds that have been set apart to be used as loans to students. Applications must be made on a form which may be secured from the President's Office. All applications are examined by the College Committee on Expenditures.

MINISTERIAL STUDENTS

Students who are preparing for the ministry receive a reduction of one hundred dollars on tuition. Students who ask for this reduction on tuition must sign a note which will be cancelled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to a mission field. Otherwise the note will be in full force and will draw interest from the time the student leaves Guilford College.

STUDENT EMPLOYMENT

Many students at Guilford College meet a large part of their expenses by working in the buildings and on the grounds. The administration of the college is sympathetic with students who must earn a part of their expenses, and

is always glad to help students of this type in their effort to solve their financial problems. Students who must supplement their funds in this way should write to the President of the College for further information.

CONDUCT

It is taken for granted that any student who enters the institution does so for the purpose of consistent work. It is assumed that he intends to conform fully to that line of conduct which tends to promote the general welfare of the college and to respect fully the rights of fellow students and the wishes of the board of managers.

The Board of Trustees and other administrative bodies have definitely opposed hazing in any form, the use of intoxicating drinks, keeping dangerous weapons, indulgence in profane language and the use of tobacco. A disregard of the customs of the college in these matters will be considered a grave offense and treated accordingly.

In so far as possible students are put upon their honor, and great care is taken to maintain a cooperative relationship. The social life of the young women is regulated by the Women's Student Government Association. The young men have a Student Council which cooperates with the administration in all affairs of discipline affecting them.

Guilford College was founded and has been maintained with the purpose of promoting sound Christian character in connection with intellectual training. To promote the religious life of the college, the students are requested to attend a meeting for worship on Sabbath morning. To promote the unity of the college life they are requested to attend the morning chapel. Disregard for these exercises will be considered as disloyalty to the college.

The college reserves the right to request the withdrawal of any student who persistently engages in conduct that does not meet the approval of the administrative committees of the faculty or of the college.

GENERAL INFORMATION

Guilford College railway station is on the Southern Railway leading from Greensboro to Winston-Salem. The station is a little more than a mile from the college campus. Most of the trains are met by reliable bus drivers who charge twenty-five cents for transportation to the college. If one wishes to be met at a train which arrives at a late hour in the evening, the college should be notified in order that arrangements may be made to have a car meet the train.

The college has telephone connection with all points both on the local and long distance line.

The college post office and telegraph address is "Guilford College, North Carolina," and all communications should be so addressed.

SUMMER SCHOOL

The thirteenth session of the Guilford College Summer School was conducted in 1930 from June 3rd to August 4th. This provided nine weeks of instruction which corresponded exactly with one-half of a semester. A two-hour period in the summer school corresponds, therefore, with a one-hour period in the regular session, and makes the transfer of credits an easy matter to arrange.

Dr. Duane McCracken was director of the summer school and taught courses in economics and history. Professor L. L. Williams taught courses in biology and mathematics. Professor Philip W. Furnas taught courses in English and French. Dr. William M. Lofton conducted the courses in chemistry and physics. Dr. C. O. Meredith taught German. Mr. W. H. Cude taught education and hygiene.

The fourteenth session of summer school will open on June 2nd and close on August 3rd, 1931. Dean Clyde A. Milner will serve as director. Courses in the social sciences, including education, in the physical and biological sciences, mathematics, in English and foreign languages will be offered.

For further information address the Director of the Summer School, Guilford College, N. C.

REGISTER OF STUDENTS

SENIOR CLASS

Allen, George Clayton	Snow Camp, N. C.
Alley, James Granville	Walnut Cove, N. C.
Alley, William Hale	Walnut Cove, N. C.
Andrew, Bunyan Hadley	Route 2, Snow Camp, N. C.
Barney, Marshall Hobart	
	403 S. Spring St., Greensboro, N. C.
Barrow, Ottis Poe	Route 1, LaGrange, N. C.
Cannon, Howard Lee	Guilford College, N. C.
Cheek, Thomas Jackson	54 Vee St., Washington, D. C.
Clinard, Ida Belle	Wallburg, N. C.
Conrad, Annie Laura	East Bend, N. C.
Davis, Irvin Nicholson	Route 4, Kenley, N. C.
Elliott, Argyle Elizabeth	Knottville, N. C.
Fulk, Georgia Savannah	Pilot Mountain, N. C.
Guthrie, Leona Mae	Snow Camp, N. C.
Harper, James Madison	Wallace, N. C.
Hinshaw, Gertrude Ina	Box 226, Emporia, Kansas
Hollowell, Mary Esther	Guilford College, N. C.
Jackson, Cirgus Ivan	White Plains, N. C.
Jinnette, Isabella	Route 1, Bentonville, N. C.
Lindley, Esther Annie	Snow Camp, N. C.
Lippincott, John P.	S. Church St., Moorestown, N. J.
McBane, Ollie Victoria	Saxapahaw, N. C.
McCanless, Mattie Enola	Route 1, Randleman, N. C.
Melville, Louise	North Wilkesboro, N. C.
Newlin, Elbert D.	Guilford College, N. C.
Phillips, John Morton	Leaksville, N. C.
Ransdell, Willie Grace	Varina, N. C.
Reece, Weldon Edgar	Boonville, N. C.
Reynolds, Mary Alice	Route 1, Randleman, N. C.
Robertson, Glenn Marion	White Plains, N. C.
Rosenfelt, Lewis	790 Grote St., New York, N. Y.

Scarboro, Ernest Marshall, 512 Fifth Ave., Greensboro, N. C.	
Sizemore, Merlie Hazel	Route 2, Yadkinville, N. C.
Stafford, Allen Hale	Route 2, Greensboro, N. C.
Stuckey, Katie Pearl	Route 2, Fremont, N. C.
Tew, Paul Douglas	Route 1, Goldsboro, N. C.
Wafford, Edna Louise	Rosemary, N. C.

JUNIOR CLASS

Andrew, Verna	Snow Camp, N. C.
Bangs, Eleanor Grace	40 Union St., Deep River, Conn.
Beasley, Rachel Hilda	Pilot Mountain, N. C.
Boose, Samuel Alfred	Route 2, Winston-Salem, N. C.
Braxton, Wilbert Leo	Snow Camp, N. C.
Brown, Bera Arlita	203 E. Green St., High Point, N. C.
Brown, Horace I.	Sedgefield Inn, Greensboro, N. C.
Brown, Oscar Lester	Pilot Mountain, N. C.
Bunn, James Allen	Spring Hope, N. C.
Carson, Jesse C., Jr.	Germanton, N. C.
Cathey, Sophia Cecile	Davidson, N. C.
Chisholm, Herbert Dillard	Ramseur, N. C.
Clayton, Lucy Virginia	Route 1, Rural Hall, N. C.
Cochran, Jean Dorothy	Kernersville, N. C.
Conrad, Alice	East Bend, N. C.
Cullipher, Annie Edith	Merry Hill, N. C.
Eagle, Eugene Octavius	

1721 Angelo St., Winston-Salem, N. C.

Grimsley, Eleanor Shields	Route 4, Kernersville, N. C.
Hassell, Grace Elizabeth	Jamestown, N. C.
Hendrix, Dewey Franklin	Route 2, Kernersville, N. C.
Johnson, Murray C., 1410 Valley Park Dr., Greensboro, N. C.	
Kimrey, Josephine	Mebane, N. C.
Kimrey, Pearle	Mebane, N. C.
Lineberry, Maude	Siler City, N. C.
McVey, Elizabeth Dolores	Snow Camp, N. C.
Mackie, Wade	Yadkinville, N. C.
Money, Charles Brodie	Route 3, Yadkinville, N. C.

Newlin, Dayton Gilbert Saxapahaw, N. C.
 Pegg, Julia Aileen Box 554, Graham, N. C.
 Phillips, Jesse Amos Leaksville, N. C.
 Pittman, Mary Elizabeth Kenley, N. C.
 Plummer, Julia M. Box 120, Denton, N. C.
 Silver, Blanche Horse Shoe, N. C.
 Slate, Marguerite Priscilla Mizpah, N. C.
 Stafford, Lottie May Route 2, Greensboro, N. C.
 Strickland, Imogene Route 2, Bailey, N. C.
 Trivette, Edith Irene Guilford College, N. C.
 Warner, Margaret Annabel West Grove, Pa.
 White, Allen Jesse Route 1, Belvidere, N. C.
 White, James Harold Climax, N. C.
 Wildman, Robert Walton Cedarville, Ohio
 Williams, H. Sinclair, Jr. . 65 W. Corbin St., Concord, N. C.
 Wolff, Dorothy Alice Friendly Road, Greensboro, N. C.

SOPHOMORE CLASS

Allen, Charles Fletcher Snow Camp, N. C.
 Allen, Frank Pope 705 Penn St., Camden, N. J.
 Anderson, Ruby Lee 302 Isabel St., Greensboro, N. C.
 Andrews, Edna McCall, Bessemer Branch, Greensboro, N. C.
 Barbee, George Gilbert .. 440 6th Ave. W., Lexington, N. C.
 Bass, Samuel Black Creek, N. C.
 Beachum, Anna Marie Star, N. C.
 Beaman, Willie Linwood Route 6, Elizabeth City, N. C.
 Blair, Edward Pugh .. 1007 Asheboro St., Greensboro, N. C.
 Booker, Mary Katherine 277 South St., Mt. Airy, N. C.
 Brendall, Earle Hall Route 2, Guilford College, N. C.
 Bridger, James Matthew Walters, Va.
 Bulla, Grace Evelyn .. 1000 Campbell St., High Point, N. C.
 Bumgarner, Olive Wilkesboro, N. C.
 Camp, Mary Edith Holland, Va.
 Cannon, Mary Adeline Guilford College, N. C.
 Carroll, Robert Gentry Route 2, King, N. C.
 Carson, Eleanor Simpson Germanton, N. C.

Carter, Frances Evelyn .	213 Avery Ave., Morganton, N. C.
Clinard, Ada Ann	Wallburg, N. C.
Cobb, Hugh Hunter	809 Jackson St., Rosemary, N. C.
Conrad, Jewell Mock	Route 2, Winston-Salem, N. C.
Conrad, Mildred Eleanor	Route 2, Winston-Salem, N. C.
Cooper, Mary Louise	Pelham, N. C.
Davis, Sarah Augusta	Route 5, Concord, N. C.
Edgerton, Sarah Elizabeth	Route 2, Goldsboro, N. C.
Edwards, Lucy Mae	Staley, N. C.
Farlow, James Ralto	502 Jones St., High Point, N. C.
Farlow, Junius Kemp	Guilford College, N. C.
Finison, Edwin Merrill	Troy, N. C.
Forlaw, Annie Katharine	Box 55, Teachey, N. C.
Fulk, Robert Vernon	Pinnacle, N. C.
Garner, Austin	King, N. C.
Garner, Simpson Ward	King, N. C.
Gray, Annie Elizabeth	Ruth, N. C.
Greene, George Prall	19 Water St., Belvidere, N. J.
Guthrie, Edna Rodema	Snow Camp, N. C.
Hackney, James Carlyle ..	906 Vance St., Greensboro, N. C.
Hadley, Sarah Doris	Route 6, Mebane, N. C.
Haworth, Elvin Herman	Danville, Indiana
Hiatt, Virginia Belle	The Hollow, Va.
Hiller, Ruth Ida	Prospect Road, Mattapoisett, Mass.
Hinshaw, Emily Elizabeth	Whitsett, N. C.
Hire, Albert William	Route 1, Winston-Salem, N. C.
Holder, Lillian Alvira	Route 1, Tobaccoville, N. C.
Holton, Mabel Nicholson	Yadkinville, N. C.
Jamieson, Robert Bashford ..	29 E. 6th St., Paterson, N. J.
Jones, Carl White	High Point, N. C.
Kerr, William Adams, Jr.	Walkertown, N. C.
Lindley, James Marvin	Snow Camp, N. C.
Linville, Mary E.	Oak Ridge, N. C.
Love, John Norwood	Amory, Miss.
Lynn, Melvin Henry	Route 1, Dallas, N. C.
McBane, Mary Gladys	Route 2, Graham, N. C.

Marshburn, Ruth Mildred	Guilford College, N. C.
Neal, Thomas Odell	Meadows, N. C.
Nelson, Onis M.	Route 1, Guilford College, N. C.
Newlin, Elizabeth Clegg	Route 4, Mebane, N. C.
Newlin, Harvey Roseland	Snow Camp, N. C.
Newlin, Wendell	Route 1, Saxapahaw, N. C.
Parker, Elizabeth Graham .	Box 455, Black Mountain, N. C.
Parsons, David Henry, 614 W. Farris Ave.,	High Point, N. C.
Pierce, William Arrell	Hallsboro, N. C.
Richardson, Mary Gray	Route 1, Beñaja, N. C.
Roach, Esther Flora	Box 627, Reidsville, N. C.
Shields, Emma Evelyn	Route 1, Kernersville, N. C.
Shields, Holland Hubert	Route 1, Kernersville, N. C.
Shore, Avery Clifford	Route 3, Yadkinville, N. C.
Smith, Robert Irvine ..	715 Walker Ave., Greensboro, N. C.
Stout, Harlan Blake	Snow Camp, N. C.
Swaim, Ethel Maria	Route 3, Kernersville, N. C.
Swaim, John Curtis	Kernersville, N. C.
Thompson, Aliene	Watha, N. C.
Thompson, Ivan	Snow Camp, N. C.
Turner, Catherine Henley	Guilford College, N. C.
Wellons, Harry Alvah	Sedley, Va.
West, David Hickman ..	225 W. Broad St., Paulsboro, N. J.
Whitfield, Dorothy	76 Main St., Hackettstown, N. J.
Wiley, Annie Evelyn	Route 3, Greensboro, N. C.
Wineken, Grace Elizabeth	Saluda, N. C.
Woody, William Waldo	Highfalls, N. C.
Zachary, Charles Floyd	Saxapahaw, N. C.

FRESHMAN CLASS

Abel, Lewis Hamilton	Verbank, N. Y.
Adams, Agnes Earline	Jamestown, N. C.
Askew, Rose Elizabeth	
	215 E. Washington St., High Point, N. C.
Aycock, Elbert Anthon	Route 3, Pikeville, N. C.
Aycock, Orin Clifford	Route 3, Pikeville, N. C.

Ballance, Beulah Marie	Currituck, N. C.
Bane, Eleanor Glynn	Denton, N. C.
Barrow, Roscoe Lindley	Route 4, Snow Hill, N. C.
Beasley, Mildred Evelyn	Pilot Mountain, N. C.
Bell, Rosa Lee	510 Wise St., High Point, N. C.
Bishop, Marlin Grady	McLeansville, N. C.
Bowman, William Harold, 916 Silver Ave.,	Greensboro, N. C.
Brown, Essie Cleta ... 203 E. Greene St.,	High Point, N. C.
Buckner, Emma Evelyn	Graham, N. C.
Burton, Mildred Dee	Route 5, High Point, N. C.
Case, Alice Lula	Oak Ridge, N. C.
Cavenaugh, Virginia	Jacksonville, N. C.
Cobb, James Sidney, Jr.	Windsor, Va.
Copeland, James William	Woodland, N. C.
Cox, Esther Lee	Route 2, Goldsboro, N. C.
Cox, Jonathan Elwood	High Point, N. C.
Cox, Rufus Carson, Jr., 539 Highland Ave.,	Greensboro, N. C.
Cox, Willie Gatchel	Linwood, N. C.
Crews, Glenora	Star Route, Kernersville, N. C.
Crews, Ruby Elizabeth	Walkertown, N. C.
Cude, Miriam Wirt	Colfax, N. C.
Davis, Clarence Leroy	Yadkinville, N. C.
Denny, George Alexander	Route 7, Greensboro, N. C.
Dolinger, Jiles Bonner	Sturgills, N. C.
Edwards, Julius Cummings, Route 2,	Guilford College, N. C.
Ellington, Nell Louise	Route 3, High Point, N. C.
Elliott, Anna Belle	Knottville, N. C.
Everett, Irene	Guilford College, N. C.
Fitzgerald, Mary Elizabeth	Pelham, N. C.
Glisson, Jack Vinson ... 403 Magnolia St.,	Goldsboro, N. C.
Gouger, James Blaine	Blairstown, N. J.
Higgins, James Silvester ..	Route 1, Guilford College, N. C.
Hill, Jennings Thomas	Colfax, N. C.
Hollowell, Maud Angeline	Route 2, Princeton, N. C.
Hopkins, Bernard Otis	Leaksville, N. C.

Houck, Thomas Hamlin

1322 Sunset Drive, Winston-Salem, N. C.

Hunt, Jack Donald Friendship, N. C.

Hunter, Roxie Anne Westfield, N. C.

Jarrett, Sarah Lucy Box 267, High Point, N. C.

Johnson, Lillian Edna Asheboro, N. C.

Johnson, Mary Ella Sophia, N. C.

Joyce, Noble Victor . 405½ S. Eugene St., Greensboro, N. C.

Kearns, Sarah Stuart Route 2, Asheboro, N. C.

Lane, Martha Elizabeth Route 1, Belvidere, N. C.

Lawson, Dilmon Bailey Pinnacle, N. C.

Lewis, William Talmage Route 1, Winfall, N. C.

Long, Thurman Leslie Guilford, N. C.

Lutz, David 3902 Marlton Ave., Merchantville, N. J.

McCanless, Elma Rodema Route 1, Randleman, N. C.

McMullen, Nell Bassett

105 Oakwood Court, High Point, N. C.

Mallo, Manuel Octavio 195 D St. Vedado, Habana, Cuba

Martin, Stuart M. Severn, N. C.

Meadows, Mary Lucille King, N. C.

Meadows, William Carroll King, N. C.

Miller, Leroy, Jr. Linwood, N. C.

Monroe, Joseph Reece Star, N. C.

Murchison, Frances Carolyn Route 6, Greensboro, N. C.

Newman, Harold Glidewell Leaksville, N. C.

Otwell, Eunice Henley Ahsokie, N. C.

Painter, Ruth Marie Route 2, Gibsonville, N. C.

Parker, Julia Garnet George, N. C.

Parker, Selma Lee .. 208 W. Mulberry St., Goldsboro, N. C.

Patterson, Lucille Martha Pilot Mountain, N. C.

Peacock, Marion Brantley Roper, N. C.

Pegram, Margaret Hanner . Route 1, Guilford College, N. C.

Pilcher, Emory Nelson Red Springs, N. C.

Pratt, John Walker Route 1, Leaksville, N. C.

Purnell, Harold Andrew 917 N. 32nd St., Camden, N. J.

Raiford, Marianna Cheney Ivor, Va.

Raiford, Morgan Burgess Franklin, Va.
 Redding, Clyde Hartgrove Mizpah, N. C.
 Reich, John Whitaker Elkin, N. C.
 Reynolds, David Richard Guilford College, N. C.
 Reynolds, William Nathan Guilford College, N. C.
 Roberts, Ava Margaret Route 1, Marion, S. C.
 Rodgers, William Moore Route 2, Stuart, Va.
 Rudd, S. Rodgers Route 7, Greensboro, N. C.
 Scott, Phyllis Marie 709 Church St., Burlington, N. C.
 Sheetz, Genevieve Elizabeth

211 E. Greene St., High Point, N. C.

Singletary, William Currie Clarkton, N. C.
 Smathers, Bruce Hallman Box 246, Greensboro, N. C.
 Smith, Samra Guilford College, N. C.
 Sutton, Joseph Rogers

144 N. Mendenhall St., Greensboro, N. C.

Taylor, Jessie N. Route 2, Summerfield, N. C.
 Taylor, Rebecca Beatrice Route 1, Germanton, N. C.
 Teague, Millicent Guilford College, N. C.
 Teague, Margaret Mozelle Route 1, Snow Camp, N. C.
 Tippet, William Russell Route 1, Greensboro, N. C.
 Tonge, William Massey, Jr. Belvidere, N. J.
 Trivette, Herman Francis Guilford College, N. C.
 Trivette, Thomas Franklin

2713 Patterson Ave., Winston-Salem, N. C.

Trogdon, John Ward Ramseur, N. C.
 Turner, Henry Clay Guilford College, N. C.
 Van Noppen, William Cornelius Madison, N. C.
 Waller, Odell Ralph Route 1, Pinnacle, N. C.
 Watson, Wade Kreeger Route 2, Pinnacle, N. C.
 Welch, Clara Belle 151 Church St., Mount Airy, N. C.
 Werner, Erwin Frank, 2822 Masonic Drive, Greensboro, N. C.
 Weston, William Albert Guilford College, N. C.
 White, Martha Gray Guilford College, N. C.
 Williams, John Hugh 65 W. Corbin St., Concord, N. C.
 Winchester, Margaret Elizabeth, Route 2, Summerfield, N. C.
 Winslow, Randolph Pinkney Route 1, Belvidere, N. C.

IRREGULAR STUDENTS

The following students have completed a four-year high school, but have not acquired regular class standing:

Bailey, William Fleming Box 627, High Point, N. C.
 Buchanan, Mary Belle 312 Chatham St., Sanford, N. C.
 Cholerton, Ira Sheppard Dimock, Pa.
 Clodfelter, Edward Parrish Route 3, High Point, N. C.
 Cooke, Mary Edith Route 3, Pilot Mountain, N. C.
 Dixon, Ernest Penn, Jr. Route 1, Saxapahaw, N. C.
 Edwards, Ralph Walkertown, N. C.
 Grimsley, Mary Burton Route 4, Kernersville, N. C.
 Gurley, Glenn Sullivan Rosemary, N. C.
 Holder, Ruby Virginia Route 1, Kernersville, N. C.
 Hole, Morlan Newcomb Guilford College, N. C.
 Johnson, Henry Clifton Rosemary, N. C.
 Johnson, Hoyt Dennis .. 1000 Franklin St., Rosemary, N. C.
 Land, William Claude

1917 Maryland Ave., Winston-Salem, N. C.

Lanier, Van Ray New Hope Academy, N. C.
 Lindner, Bernard Belmore

14 Channing St., N. W., Washington, D. C.

McCollum, Clay Monroe Wentworth, N. C.
 Milner, Charles Fremont Guilford College, N. C.
 O'Quinn, Thomas Ralph Odum, Ga.
 Rasely, Horace Hastings ... 333 Water St., Belvidere, N. J.
 Reamer, Ernest, Jr. 57 Washington St., Mt. Holly, N. J.
 Royal, Grady Frank Yadkinville, N. C.
 Sapp, Doris Evelyn Route 6, Winston-Salem, N. C.
 Siske, Grady Cornell Pleasant Garden, N. C.
 Slayton, Oattie Elizabeth Spray, N. C.
 Thomas, Oliver Montgomery King, N. C.
 Thornburg, John Holton Mechanic, N. C.
 Todd, Ralph Reed 1112 Bellevue St., Greensboro, N. C.
 Turner, William Henry

1122 E. 23rd St., Winston-Salem, N. C.

Webster, Frank Nelson . 422 W. Front St., Burlington, N. C.
Wyche, Norman Hunter Guilford College, N. C.

SPECIAL STUDENTS

Budd, Marshall Hiram Clinton Corners, N. Y.
Hammond, Thomas Winborn Farmer, N. C.
Hassell, Alma, Music Jamestown, N. C.
Hunter, Nonnie Lee Westfield, N. C.
Matlock, Ora Cornelia, Music Guilford College, N. C.

SUMMER SCHOOL ONLY

1930

Boles, Ethel Lemae Route 1, King, N. C.
Cude, Mrs. Isabel Cox Colfax, N. C.
Dunlap, Mrs. Florence Mackie Guilford College, N. C.
Garner, Viola Mae Pleasant Garden, N. C.
Hunt, Mrs. Margaret Reich Elkin, N. C.
Hyatt, Harvey Edward Route 1, Siloam, N. C.
McCanless, Elma Rodema Route 1, Randleman, N. C.
Phillips, Marguerite Bennett, N. C.
Pugh, Swannie L. Route 5, Greensboro, N. C.
Saunders, Virginia Mae 201 Church St., Mt. Airy, N. C.
Wright, Edna Star, N. C.

INDEX

Academic Calendar	3	Business, Courses in	39, 42
Administration	5	Calendar	3
Administrative Boards	4	Campus	16
Admission		Changing Classification	24
Elective Subjects	22	Chemistry	
Required Subjects	21	Description of Courses ...	36
To Advanced Standing ...	23	Chorus	78
Advisory Committee	4	Christian Associations	77
Alumni Association	84	Church History	14
Ancient Languages		Classification, Changing of .	24
Greek	32	College, Origin of	14
Latin	30	College Officers	5
Athletics		Commercial Courses	42
Association for Men	80	Commercial Fees	93
Association for Women ...	81	Committees	
Courses in	67	Advisory	4
Fields	19	Auxiliary	4
Important Regulations ...	80	Faculty	6
Auxiliary Committee	4	Girls Aid	4
Biblical Literature		Trustees	5
See Religion	72	Conduct	96
Biology		Conditions	23
Courses, Description of ...	33	Courses of Study	26, 30
Equipment	36	Courses, Outline of	30
Board of Trustees	4	Debating Council	79
Standing Committees of ...	5	Degrees	25
Bryn Mawr College	85	Conferred in 1930	88
Buildings and Grounds		Diploma in Music	60
Archdale Hall	17	Domestic Science	54
Athletic Fields	19	Dormitories	17, 18
Cox Hall	18	Dramatic Council	79
Founders Hall	17	Economics and Business	
Gymnasium	19	Courses in	39
King Hall	18	Fees	93
Laboratories	19	Education, Courses in	43
Library	18	Electives	22
Meeting House	19	Employment	95
Memorial Hall	17	Endowment	20
Museum	19	Engineering	29
New Garden Hall	17	English	
Y.M.C.A. Hall	17	Description of Courses ...	47

Entrance Units, Specifications	21	Laboratories	19
Examinations for Removing		Laboratory Fees	91
Conditions	23	Late Registration	94
Expenses	91	Latin	
Expression		Description of Courses	30
Outline of Courses	49	Library	18
Fees	93	Literary Societies	77
Extra Hours	28	Loan Funds	95
Faculty	8	Location	16
Faculty Committee	6	Mathematics	
Farm	16	Description of Courses	57
Fees (see also Expenses)		Medical Courses	29
Laboratory	91	Meeting House	19
Late Registration	92, 94	Ministerial Students	95
Music	63, 64, 92	Museum, the	19
Special	92	Music	
French		A Capella Choir	64, 78
Description of Courses	74	Applied Courses	62
General Information	97	Community Chorus	78
Geology		Outline of Courses	59
Outline of Courses	50	Federated Music Club	78
German		Fees	63, 64
Description of Courses	51	Organizations	78
Girls' Aid Committee	4	Outline of Courses	59
Grading of Students	24	Piano	63
Graduation	25	Violin	64
Greek, Description of Courses	32	Theoretical Courses	61
Grounds	16	Voice	63
Guilford College	14	New Garden Boarding School	14
Guilfordian	80, 84	New Garden Hall	17, 95
Haverford College	85	Officers of Administration	5
High Honors	89	Organizations	77
High School Contests	89	Outline of Courses	30
History and Political Science		Payments	93
Description of Courses	52	Philosophy	64
History of the College	14	Physical Education	29, 67
Home Economics		Physics	
Courses in	54	Outline of Courses	69
Honors		Equipment	71
Awarded in 1929-1930	89	Policy	15
List of	87	Political Science	52
Hygiene	69	Pre-engineering	29
Index	109	Pre-law	29
Irregular Students	23, 107	Premedical, etc.	29

Prizes

Awarded in 1929-1930 ... 89

List of 86

Professional Courses 29

Publications

Guilford College Bulletin . 84

Guilfordian, The 84

Quaker, The 84

Students Directory 84

Refunds 93

Register of Students 99

Registration 94

Regulations Governing

Payments 93

Religion, Courses in 72

Religious Education 72

Religious Influence 16

Religious Workers 29

Requirements for Admission . 21

Requirements for Graduation 25

Romance Languages

French 74

Spanish 76

Rooms 94

Rules Governing Electives .. 25

Scholarships

Awarded in 1929-1930 ... 89

List of 85

Spanish 76

Special Examinations 23

Special Students 23

Standing Committees 5-6

Student Activities 82

Student Employment 95

Students, List of 99

Student Organizations 77

Study, Course of 26

Summer School 98

Thesis 29

Trustees, Board of 4

Y.M.C.A. and Y.W.C.A. 77

Who Wants a Birthday Without a Cake

?

*A well organized and functioning
Alumni Association will insure
a happy birthday party in*

1937

GUILFORD COLLEGE BULLETIN

Published Bi-Monthly by
GUILFORD COLLEGE

ON THE FRIENDLY ROAD
IN GUILFORD COUNTY, NORTH CAROLINA

A Forward Step

A new policy has been adopted by the Guilford College Alumni Association. Since it is a recognized fact that progress is achieved by working and planning toward a definite goal, this number of the ALUMNI BULLETIN has been devoted to the suggested program of the association rather than to the presentation of committee reports as has been the custom in the past.

Guilford College has launched a Centennial program which, if successful, will place it with the very best small colleges in the nation. With the organized support of the Alumni and Old Students, the program can succeed. Without their support the progress which has been made will be lost, and there will be no birthday cake in 1937.

*Miss Clara Cox, the New Alumni
President, Sees Bright Future
For Alumni Association and
Guilford College*

"A failure to take advantage of opportunity during this crucial period before the Centennial may be suicide," she declares.

COMMITTEE IS DETERMINED TO SEE
PROGRAM THROUGH

New President's statement and challenge:

Since Commencement week the new Alumni Committee has been giving much attention to the planning of an adequate program for the association. We have agreed unanimously on the suggestions proposed in this bulletin and feel sure of the support and backing of all the Alumni and Old Students when they learn that we really mean business.

Guilford has made remarkable progress during the last two years. With the organized support of the Alumni Association just at this time, the Centennial program can be achieved. We are convinced that the failure of the Alumni to come through with their end of the program will spell defeat for the proposed future of Guilford College.

CLARA I. COX.

Less than five per cent of eligible members are
backing Alumni Association.

More than 2000 eligible for membership

87 paid members

The chart must look like this by 1932:

2000 eligible

1800 actively interested

1000 paid members

Guilford College Merits Our Wholehearted Support



1. During a depressing economic crisis Guilford College has pulled through into a place of recognized leadership among the Liberal Arts Colleges of America.
2. An encouraging amount of the sustaining fund has been raised to help meet the college operating expenses until 1937.
3. In endowment per student, Guilford College stands with the best 150 in a list of nearly 1,000 colleges in America.
4. Membership in the Southern Association of Colleges and Secondary Schools places Guilford among the 12 best colleges in North Carolina, a state with approximately 30 colleges.
5. Guilford, with its new curriculum, is now leading the state in adapting its program of work to modern needs of college students. On the strength of the new curriculum, Guilford has been selected by the Council of Church Boards of America, along with other outstanding small colleges, for a series of articles describing outstanding projects.
6. *The American Education Review* said in a recent issue: "We regard Guilford College as being one of the best and most outstanding of the Southland's many excellent institutions of learning."

Why We Need an Alumni Secretary and Director of Publicity

1. To disseminate an abundance of constructive information, news, feature stories, and pictures, to at least 50 state periodicals and to the leading national papers and Associated Press.
2. To act as a clearing house in order to help and to encourage the Guilford faculty to keep in print in the various educational journals.
3. To keep the public school superintendents and principals circularized and visited concerning Guilford's contribution and efficiency.
4. To work with the *Guilfordian* staff to keep it supplied with information that will make this paper of more interest to Alumni and Old Students.
5. To keep Guilford before Alumni and the public generally with a series of moving pictures.
6. To make arrangements for Guilford faculty members to speak before high school and other audiences of the state frequently during the year.
7. To assume the responsibility of interesting prospective students in Guilford.
8. To arrange for radio broadcasts of Guilford talent after the publicity value of the programs to be offered has been approved.
9. To prepare an Alumni Directory and to promote other enterprises to keep the Guilford family in touch with each other.
10. To promote a well balanced publicity program which, in so far as possible, will actively interest the alumni, old students, public, and prospective students in Guilford College.

Alumni Respond With Enthusiasm After They Learn That the Committee Means Business

D. RALPH PARKER, High Point:

"I am delighted to see that the Alumni Association is sponsoring a constructive program. It will mean much to Guilford. To insure its success I am enclosing a check for \$30.00 to pay for ten memberships to be distributed where you think they will do the most good."

J. L. BECTON, Wilmington:

"Although I received my degrees from State College, I spent three of the happiest years of my life at Guilford College. I always feel like shaking the hand of the institution that is trying to develop a real Alumni Association, because I believe I realize what the Alumni can mean to an educational institution. I enclose my check for three dollars."

EUGENE J. COLTRANE, Salisbury:

"Although I have already paid my Alumni fee, I am happy to contribute \$3.00 more to the cost of the special project, and if it is necessary I will contribute more."

Alumni Officers and Committees

1931-1932

President

Clara I. Cox, High Point, N. C.

Vice-President

A. Scott Parker, High Point, N. C.

Secretary-Treasurer

Ida E. Millis, Guilford College, N. C.

Registrar

Era Lasley, Guilford College, N. C.

EXECUTIVE COMMITTEE

Paul S. Nunn, Chairman Winston-Salem, N. C.
(Term expires 1933)

David J. White Greensboro, N. C.
(Term expires 1934)

Clifford C. Frazier Greensboro, N. C.
(Term expires 1934)

Katharine C. Ricks Guilford College, N. C.
(Term expires 1932)

W. Chase Idol High Point, N. C.
(Term expires 1932)

Mary M. Petty Greensboro, N. C.
(Term expires 1933)

TRUSTEES OF LOAN FUND

Laura D. Worth Guilford College, N. C.
(Term expires 1933)

N. Era Lasley Guilford College, N. C.
(Term expires 1937)

W. Alpheus White, Jr. Jamestown, N. C.
(Term expires 1935)

COMMITTEES



The Christian Work Committee: Anna Mendenhall, chairman, James Hugh White, J. Addison Smith, Mae Holladay, Louetta Knight.

Athletic Committee: Stanley Moore, chairman, E. H. McBane, J. Cranford Hoyle, J. Carl Hill, Lyndon Williams, Dovie Haworth.

Committee on Publicity: Byron Haworth, chairman, John Webb Cannon, Harvey Dinkins.

Literary Committee: N. Era Lasley, chairman, Ethel Speas, Mary M. Petty, Kate Smith, Emma King.

Campus Committee: Paul C. Lindley, chairman, Dr. L. L. Hobbs, A. K. Moore, D. Ralph Parker, Gladstone Hodgins.

Reception Committee: Katharine C. Ricks, chairman, Mrs. David J. White, J. Paul Reynolds, Mrs. Francis Lindley, A. I. Newlin, Martha Doughton.

Auditing Committee: A. Scott Parker, chairman, Joseph J. Cox.

Committee on College Policy and Endowment: Dudley D. Carroll, chairman, R. J. M. Hobbs, S. Addison Hodgins, C. C. Smithdeal, H. Sinclair Williams, W. P. Henley, W. E. Blair.

Committee Reports Available



The committee reports of the Association were left out of the BULLETIN this year to make room for a full explanation of the proposed program for the year 1931-32. A copy of each report will be filed, however, and any one interested may secure one.





Vol. 24 no. 3

An additional statement from the Committee was read. The request for an appropriation was referred to the Finance Committee.

66. Helen T. Binford presented the Annual Report of the Girls Aid Committee and called attention to some encouraging features. Throughout the years prejudice against education of girls has gradually disappeared. The main project for next year is to get just as close to the girls as possible. At least one hundred appeals for help have been received, all of them worthy. An offering for the work of the Committee was received in the face of the meeting. The report was approved and is as follows:

REPORT OF GIRLS AID COMMITTEE 1931

The Girls Aid Committee can report a very successful year at New Garden Hall. The two new rooms built last summer made it possible to have more girls there than ever before, about 60. There were, however, more withdrawals than usual during the school year, because of finances.

The group of girls at the hall is always a busy, successful, happy one and some of the leading girls of the college room there.

The committee started the year almost \$900.00, in debt to the college for repairs made necessary by the change of the heating arrangements, floor renewing, etc. There are many more very necessary repairs that must be made before very long. This year the hall more than paid for itself. We are now out of debt and have something left to use on further necessary repairs.

We have a splendid committee that is very much interested in the work and we are hoping more than ever to enter into the life of the girls during the coming year.

Respectfully submitted,

Helen T. Binford.

SUMMARY OF NEW GARDEN HALL FOR YEAR ENDING JUNE 24, 1931

	Dr.	Cr.
Heat	\$ 768.74	
Improvement	169.27	
Janitor	28.84	
Lights	140.00	

Matron, assistants, treasurer	1,307.50	
Repair—Material	43.35	
Repair—Wages	140.17	
Receipts		\$3,342.50
Supplies	43.86	
Water	180.18	
	<hr/>	
	\$2,821.91	\$3,342.50
Balance (gain)	520.59	
	<hr/>	
	\$3,342.50	\$3,342.50

Maude L. Gainey, Treasurer.

COMBINATION OF GIRLS AID FUND AND NEW GARDEN HALL
FOR YEAR ENDING JUNE 24, 1931

	Dr.	Cr.
Deficit June 16, 1930	\$ 893.06	
Heat	768.74	
Improvement	169.27	
Janitor	28.84	
Lights	140.00	
Matron, assistants, treasurer	1,307.50	
Repair—Material	43.35	
Repair—Wages	140.17	
Supplies	43.86	
Water	180.18	
Received from endowment		\$ 386.72
Received from collection at Yearly Meeting		47.05
Received from sale of Addison Coffin book		1.00
Received from rent		3,342.50
Received from donations during year		160.00
	<hr/>	
	\$3,714.97	\$3,937.27
Balance (credit)	222.30	
	<hr/>	
	\$3,937.27	\$3,937.27

Credit balance June 24, 1931, \$222.30.

Maude L. Gainey, Treasurer.

67. The following Annual Report of the Guilford College Advisory Board was read and approved by the meeting:

REPORT OF THE GUILFORD COLLEGE ADVISORY BOARD

The Advisory Board has met at irregular intervals during the past year as conditions demanded.

Feeling the library to be a very vital part of an educational center and a force of great influence among the students, our attention has been directed especially towards securing better equipment for the college library. From a letter written the committee by the Librarian, Katherine Ricks, we quote the following estimate of our efforts in this matter:

"As the college year draws to a close, I wish to extend to the Advisory Board our great appreciation for your assistance in forwarding our library program. I believe the grant from the Carnegie corporation came largely because of the help which your board and the Guilford College Club gave the matter.

"Improvements have been made in the library equipment to the extent of \$2,390.38, all of which has been paid by these two groups, except \$603.80.

"The heating plant has been renewed and money has been given to install new lighting fixtures, and the library has been kept open in the evenings since March 16th. The use of the library has consequently increased to a marked degree."

The board has also helped in a small way towards paying the travelling expenses of the A Capella Choir on their northern trip, feeling that this was a most worthwhile undertaking.

The terms of Myrtle Tomlinson, Alice Paige White and Hettie Hollowell expire at this time, and the nominating committee is asked to fill the vacancies.

Myrtle Tomlinson, Secretary,
Mary M. Petty, Chairman.

Evelyn M. Haworth told of the activities and achievements of the Guilford College Club, particularly its work for the Library, and made a plea for membership to the Club.

68. The Forty-third Annual Report of the Trustees of Guilford College was read by D. Ralph Parker. The report was approved and is as follows:

FORTY-THIRD ANNUAL REPORT OF THE TRUSTEES OF GUILFORD COLLEGE TO THE NORTH CAROLINA YEARLY MEETING OF FRIENDS

Guilford College has completed another successful year. Forty-four students have completed the required work and have been

awarded the bachelor's degree. The total enrollment for the year was three hundred and twenty-two, the same as the largest previous year, 1928. Never in the history of the college has the student personnel been of a higher order. The faculty has been one of the best the college has ever had, and we are pleased to note a continually growing enthusiasm for and devotion to the ideals for which our college has always stood.

The following persons have been employed as teachers and officers for the coming year: Raymond Binford, president; Lewis Lyndon Hobbs, president emeritus; J. Franklin Davis, professor of Greek and Biblical Literature; Elwood C. Perisho, lecturer and professor of Geology; J. Wilmer Pancoast, professor of Mathematics; Eva G. Campbell, professor of Biology; Samuel L. Haworth, professor of Biblical Literature; Algie I. Newlin, professor of History; Dorothy L. Gilbert, associate professor of English; Duane McCracken, professor of Economics and Business; Philip W. Furnas, professor of English; E. Garness Purdom, professor of Physics; Max Noah, professor of Music; Dorothy W. Noah, instructor in Expression; Eva Miles Newlin, associate professor of Modern Language; Elizabeth C. Bruce, associate professor of Home Economics; F. Carlyle Shepard, professor of Education; John P. Anderson, director of Physical Education for men; Clyde A. Milner, dean of the College and professor of Philosophy; Ernestine Cookson Milner, director of Personnel and Vocational Guidance; James L. Fleming, associate professor of French; Gail Wilbur, instructor in Piano and Public School Music; H. A. Ljung, professor of Chemistry; Katharine C. Ricks, librarian; N. Era Lasley, registrar; Maud L. Gainey, treasurer; Edgar T. Hole, financial agent; Emily R. Levering, matron of New Garden Hall; Mamie B. Anderson, assistant matron; Agnes Hollins Purdom, supervisor of health.

We wish to acknowledge at this time our keen sense of loss in the passing of our friend, Henry A. White, our deep appreciation of his high character, and of his faithful and efficient service as a member of this board.

The terms of Cyrus P. Frazier and Walter E. Blair as Trustees expire at this time and the Trustees, after conferring with the Yearly Meeting Committee, are united in recommending the appointment of Walter E. Blair and Robert H. Frazier, son of Cyrus P. Frazier, as committeemen. We wish to express our appreciation of the long years of devoted service as a member of this board rendered by Cyrus P. Frazier, who is now retiring at his own request. For thirty years as a member of the board he has given the College the benefit of his active interest and of his wise counsel.

Accompanying this report is the report of the President of the

College, to which we refer you for more intimate details of the affairs of the institution.

In conclusion, we wish to assure the Yearly Meeting that the efforts of the Board of Trustees, of the president of the college, and of the faculty, are earnestly directed toward constantly making Guilford a better institution in which the youth of our church, in particular, and of our country, may be trained in the principles of unselfish service, and prepared for lives of usefulness. A sound and healthy body, a well trained mind, stocked with useful knowledge, and a strong character molded after the one Great Example, is the ideal which we cherish for every student who enters the doors of Guilford College.

69. The Committee to Confer with the Trustees relative to the filling of vacancies occurring on the board at this time recommended the reappointment of Walter Blair and the appointment of Robert Frazier in place of Cyrus P. Frazier, who requests to be released. The meeting approved of this recommendation and the persons were duly appointed.

70. Dr. Raymond Binford, President of the College, presented his Annual Report. He stated that the past year has been an unusually interesting one. The students have been hopeful and enthusiastic to a marked degree. The faculty has been a very strong one. The coming of Dean Clyde A. Milner has added greatly to its strength. The work of Max Noah, Professor of Music, has been invaluable. Nearly fifty students have been trained in the finest religious music ever produced. The forward movement in the development of the Library has been most gratifying, for the standard of a college is judged by its library.

The report, together with report of financial agent and Treasurer, was approved. The reports are as follows:

THE FORTY-THIRD ANNUAL REPORT OF THE PRESIDENT TO
THE BOARD OF TRUSTEES OF GUILFORD COLLEGE

The administration of the college naturally falls into two divisions: the academic and the financial activities. The dean of the college heads up the academic work and the business manager the financial work.

From July, 1926, to July, 1930, F. Hill Turner was business manager of the college. His two main assistants were the treasurer, who kept the business records and paid the bills, and a financial agent, who solicited funds for the college. All endowment funds are handled by the Board of Trustees, through a trust company and officers of the board. When Mr. Turner withdrew a year ago, I took over the work of business manager in order to reduce the administrative expense.

For a number of years, we had not had a dean of the college. I had been carrying that load, but a year ago we employed Clyde A. Milner as dean. His assistants are the registrar, the librarian, the dean of women, the assistant dean of men, the director of personnel and vocational guidance and the teachers who are organized into three groups with a chairman for each group.

I am digressing from the usual form of my report and am presenting statistical report from the registrar, a general report of the academic life of the college by the dean, a report of the library prepared by the librarian, the annual report of the treasurer, a report from the financial agent, and a report of the endowment.

Report of Registrar

Certain data concerning the enrollment for the year 1930-31 is given below. Although the enrollment for the regular academic year is three less than that for 1927-28, the year of the largest enrollment, the number who attended summer school only in 1930 was larger by three than for 1928, making the total enrollment the same—322. The enrollment for the first semester was as large as any previous enrollment, but due mainly to the financial situation, thirty-four students were forced to withdraw during, or at the close, of the first semester. In 1929-30 for the first time in many years there were three more men than women enrolled. In 1930-31 this number was increased to thirty. The number of students from outside the state is steadily increasing. Last year this number was thirty-six as compared with fourteen five years ago. Since 1928 the number of students who were members of the Friends church has decreased from 135 to 88. Last year the Friends enrolled outnumbered the Methodists by only two.

Attendance

Enrollment for regular academic year	306
Those who attended summer school only	16
Total enrollment for the year	322
Men	168
Women	138
Boarding students	249
Day students	57
Friends	88

Enrollment for summer 1930	52
Enrollment for first semester	295
Enrollment for second semester	272
Graduate students	1
Seniors, including all who graduated in 1931	44
Juniors	39
Sophomores	82
Freshmen	108
Irregular	31
Special	4

The following table shows the number of courses offered in the different departments during the year. It shows, also, the average number of student hours and the average number of juniors and seniors majoring in the different departments for the past five years. The student hours are found by multiplying the number of students in a class by the number of recitations per week.

Distribution of the Teaching Load

<i>Department</i>	<i>Student Hours</i>	<i>Majors</i>	<i>No. Courses 1931-32</i>
English	600	12.2	5.5
Mathematics	388	9.4	5.5
History	387	25.8	3
French	347	7.6	5
Education	317	*	7.5
Religion	256	2.2	5
Biology	232	4.6	4
Economics	204	2.8	4
Chemistry	189	5	3.5
Physics	146	1.8	3.5
Spanish	128	*	2
German	126	0	3
Philosophy	111	1	2.5
Musie	95	1.3	7.5
Home Economics	72	3.8	5.5
Latin	53	0	4
Greek	45	0	1

* No major offered.

Not listed above or in previous years:

Natural Science	92 student hours
Hygiene	184 student hours
Geology	71 student hours

N. Era Lasley, Registrar.

Report of the Dean

It is with no little difficulty that I prepare this, my first annual report to the President of Guilford College. One's first year in an institution is at best a year of adjustments and building acquaintances. The judgments and observations herein expressed are, therefore, necessarily limited and probably illfounded. I do look forward, however, to the opportunity of submitting an annual report, in which I can make articulate the accomplishments of the academic year and present a definite program for the future.

Almost unlimited occasions have been offered to me for making contacts and acquaintances in the college community, the Yearly Meeting, and with many people outside of our immediate college and church connections. From August 24, 1930, to July 10, 1931, I have accepted 109 invitations to speak before various groups. Of these 109 engagements, 27 were sermons, 24 conference discussions, 16 lectures to Y. M. C. A. groups, 12 college and high school chapel services, 7 talks before service clubs, 6 commencement addresses or sermons, 3 lectures to the Ministerial Conference of North Carolina Yearly Meeting.

I wish to take this occasion to express my deep appreciation for the splendid cooperation of the faculty and of the student body during the academic year.

From my observation, there was, throughout the year, an increasing tendency to demand a higher quality of academic work. It will continue to be a primary objective of the dean of the college to emphasize, and thereby raise, the quality of the academic work of Guilford College.

The Departments of Music and Philosophy have made definite expansion this year. Public School Music has been added to the work offered; Miss Wilbur has made an excellent contribution to the college and to Guilford College Public School, and the a Cappella Choir has received unusual recognition for its concerts during the year.

The Department of Philosophy has been reorganized into two sections—Philosophy and Psychology; six courses have been added to the Department, including the course, "A Survey of Religious and Philosophical Thought," which is to be given as the senior orientation course next year. The library facilities for the Department have been greatly increased and a definite program for experimental work has been made.

A personnel and vocational guidance program—a type of work which has received enthusiastic endorsement from the local School Masters' Club—was introduced at Guilford College during this academic year. The director of this work gave vocational, social, or academic guidance to 31 of the 44 seniors. Many of them, as is

naturally the case, sought aid in connection with placement. Eighteen of this group have their plans for next year adequately arranged. This year has, because of the business depression, been an unusually difficult one in which to secure placements. Through letters, we have appealed to the alumni and friends of the college to aid us, and we are receiving hearty cooperation. Twenty-eight of 39 juniors, 48 of the 82 sophomores, 62 of 108 freshmen, and 16 of 31 irregular students were included in the personal assistance given by the director. The guidance varied greatly; some, upon the basis of tests, were advised to carry a more limited academic program; others had programs of study arranged for them; a study hall was established for some; in other cases extra-curricular undertakings were reduced. Talks on vocational guidance were given to each class with interesting results.

In connection with personnel guidance each sophomore made a speech before some class in which he or she was studying and several juniors gave chapel talks.

The faculty has been arranged in three divisions, each having a divisional chairman. These three groups prepared reading lists, which are to be used in guiding the students in general reading and in introducing them to the various fields of human knowledge and achievement. This project and proposed syllabus for each department have in them the essence of the modern educational program on which Guilford College is making remarkable progress.

A Forward Look: No one connected with Guilford College is satisfied simply to maintain another liberal arts college. It is rather our desire to make a distinctive contribution to American education. It is this desire that motivates our energies and inspires our interest. The searching question, do Friends have a contribution to education for our day, is definitely placed before us. We conceive our task at Guilford College to be twofold: first, to give each individual student the fullest possible opportunity to attain the highest degree of self-development in order to achieve an integrated personality; second, to guide each student in sane social thinking and to give definite sense of personal responsibility for assisting in the solution of the problems of a complex society. We realize that students can reach their highest self-development only by becoming socially minded, and society can make its advances only through the activities of forward looking and carefully trained individuals. Friends, at their best, have always had this twofold concern for their members. Recent developments indicate that Guilford has an unique opportunity to assume a place of outstanding leadership in a thorough going Quaker type of education.

In order to realize this aim, we are developing our college program in three definite ways.

First. A series of orientation courses are offered, which will give the student a comprehensive survey of the general fields of knowledge. These courses make available the best findings of science, literature, art, religion, and philosophy and offer definite resources for the enrichment of personality.

Second. In line with the best modern educational development, the professors build academic programs for each of their major students, so as to develop the special interests and the individual talents of each. The plan gives the students ever increasing personal responsibility for the motivating of their own work and advancement.

Third. We plan to give guidance and counsel to students in perplexing difficulties. To carry on this program, we would continue (and, if possible, enrich) the friendly counsel and assistance on the part of every member of the college faculty, but supplement this by the aid of a person trained in untangling the mental, emotional, and vocational problems.

Definite Academic Objectives for the Year 1931-1932: 1. A more careful presentation of the unique curriculum of the college to prospective and incoming students and a more careful placement of students during freshman week.

2. The curriculum should be improved by a more careful integration of the orientation and general cultural work. The promotion of general reading through reading lists, which will become a basis for each student's self-motivated program of development. The establishment of objectives in each department by means of syllabi, which will direct and stimulate the student in the pursuit of his major subject.

3. Definite objectives in our promotion program should be established. A man who could give more uninterrupted time; to the selection and enlistment of students; to a more careful program of progressive publicity; to the organization and direction of the alumni in their interests and desire to promote the welfare of their alma mater would be of inestimable value in the development of the college during the next few years.

We sincerely believe that this is the crucial time to make conspicuous progress on the Centennial program from within the college. It is only as we show life, power, unity, and a progressive program within the college itself, that we can expect to launch a successful financial campaign for Guilford College and attain the goals set for 1937. Guilford College has a good student body, a loyal list of alumni, old students and friends, a devoted faculty and Administrative Boards, a distinctive history, a rich heritage; with these and a will to accomplish, she should attain her Centennial goal.

Clyde A. Milner, Dean.

Report of the Librarian

In 1927 the Library Committee set as its aim the doubling of the number of volumes and the usefulness of the library by the centennial year 1937. The year of 1930-31 has accomplished the most marked progress in this movement of any year so far. Four outstanding events should be mentioned: the addition of the second tier of steel shelving in the stack room; the installation of a new lighting system; the appropriation of \$2,000 a year for books for four years from the Carnegie Corporation; and an addition of 1,073 books to the library. The total number of books now in our collection is 12,580.

On the part of the library and personally I wish to express very deep appreciation for the assistance of Dr. Binford, the Faculty, the Library Committee and to Dr. Louis Wilson, of U. N. C., in presenting our case and in helping the library to measure up to the requirements of the Carnegie Corporation. To the Guilford Advisory Committee and the Guilford College Club I wish to express great gratitude for the new shelving and for their promise of continued assistance in the library program of improvement.

The Library Committee and Faculty: The Library Committee, which is made up of nine members of the faculty and the President, ex-officio, have given practical and advisory assistance. The interest of the individual members in the work and progress of the library has been most encouraging to the librarian. To the Book Committee composed of: Miss Gilbert from the group of departments in language, literature and fine arts; Mr. Purdom representing the science and mathematics groups; Mr. Milner representing the departments in social science, I owe a particular debt of gratitude for their untiring assistance and advice.

Gifts: The most outstanding gift of the year is that of the Carnegie Corporation through which 444 volumes have already been added to the library. One large and expensive set *The Oxford Dictionary* at a price of \$358 was included with these books. The Advisory Committee and Guilford College Club gave \$960 for the new stacks and Emma S. Hollingsworth, of Fayetteville, North Carolina, gave \$240 for the new lighting system. There is a growing number of friends who give books and magazines to the library from time to time. Among the individuals who have made valuable gifts this year are: Dr. Harlow Lindley, Mrs. J. Elwood Cox, Miss Clara I. Cox, Miss Florence Dixon, Misses Gainey, Campbell, Gilbert, Millis, Mr. and Mrs. Clyde Milner, J. Waldo Woody, Mr. W. C. Boren, Dudley Carroll and others.

A number of valuable magazines are given to the library regularly. Dr. L. L. Hobbs gives *The Living Age* and *New Republic*, Mr. William Wolff gives publications of the American Chemical society except the *Abstracts*; Mr. and Mrs. Clyde Milner, *Psychological Abstracts*; Mr.

and Mrs. Samuel Haworth, *The London Friend* and *Manchester Guardian* for 1930; Joseph Cox and Ralph Parker give valuable business magazines including *The Business Week*, *The Harvard Business Review* and *Factory and Industrial Management*; the Unitarian Church of Greensboro gave a life of Mary Baker Eddy and *The Christian Science Monitor*; the librarian gives *The Saturday Review of Literature and Publications of the American Library Association*; Miss Clara I. Cox, a long file of *The International Review of Missions*, *The Hibbert Journal*, *The Quaker* and early copies of *The Friend's Messenger* (bound). Raymond Binford has contributed a number of scientific and educational magazines. For thirteen years he has contributed the *Biological Bulletin* and the *Journal of Heredity* and for most of that time *Science*. A vacuum cleaner was purchased by the librarian to be used in the library.

The Librarian: The work of the year has been unusually strenuous owing to the enlargement of the library and its equipment. The librarian came back to college in early August and spent a month in checking the *Carnegie List of Books for College Libraries*. There were two sections covering approximately 15,000 volumes on the list and each item had to be checked with our catalogue as to date and edition. Miss Gilbert volunteered her services on a number of occasions in this undertaking.

When the new shelves were installed all the books in the stack room were put on the floor in the reading room. This necessitated a large amount of extra work by the time they were replaced. The eleven new study shelves or desks in the stack room have proven very popular and practical. The library has been open from 6:30 to 9:30 p. m. since March. The attendance has been gratifying. As many as 90 have been in during one evening.

The librarian has prepared lists of questions on "The Use of the Library and Reference Books" for the four sections of the Freshman English class. These have been used in training the students in the efficient use of the library. On several occasions students were brought into the library by their professor and talks on the library and its collection were given to them.

Circulation and Attendance in the Library: Two studies have been made of the attendance in the library; one in the fall, and one in the spring after the library was open in the evening. The average attendance in the fall was 208, in the spring 252.

The number of loans of books and magazines made during the year was 11,560. The largest number of loans previous to this year was 8,666. Of the 321 students enrolled, 297 used their privilege of borrowing books. The use of the library during the year has been very encouraging. The response of students and faculty to the increased

facilities has justified every effort which has been made to accomplish these gratifying results.

The policy of the college to appropriate 7% of its normal income in the development and care of the library is a very conservative amount to spend for the development of this center for the intellectual life of the college. It is sincerely hoped that the friends of the college will make it possible for us to secure the sorely needed trained assistant.

Financial Statement

The amount spent for books and periodicals	\$3,065.49
Salaries paid	2,482.54
Supplies	236.15
Improvements in building and equipment	2,576.08
<hr/>	
Total	\$8,360.26
Maintenance of library building	698.26
<hr/>	
Grand total	\$9,058.52

Katharine C. Ricks, Librarian.

Report of Financial Agent

When taking up work for Guilford College two years ago, it was with a two-fold challenge in mind. The *difficulty* of the task was matched by the *worthiness* of the cause. These two qualities make admirable yoke fellows. It has been a pleasure to keep company with them — wrestling with one and being upheld by the other.

The nature of the work in this department varies. A worthy student needs aid. The college loan fund is depleted. Well disposed individuals must be found to replenish the college fund. Student loans must be negotiated for others. Outside educational loan funds are sometimes used. Collections must be made on student notes after they leave college. Former friends are cultivated. New acquaintances must be made. All of these activities have been a part of our day's work.

Beginning with January 8, 1930, Guilford College maintained an office in New York City. This served a useful purpose, but was not continued when the one year contract expired. Our New York sponsoring committee remains intact, however, and has rendered real service as shown below. Some new contacts have been made in New York which should be valuable in the future.

A good deal of time has been devoted to organizing and promoting the Guilford College Centennial Club. This is for the purpose of raising a Centennial Sustaining Fund of \$25,000.00 per year so that the college may continue to operate while the larger part of the pro-

gram is promoted leading up to the Centennial year 1937. Activity in this connection has stimulated contributions to some other parts of the Centennial program as the reports of the library and other departments indicate.

The Centennial Sustaining Fund was definitely begun on April 12, 1930. By the end of the fiscal year, June 16, 1930, cash payments of \$2,184.25 had been received. During the next fiscal year ending June 24, 1931, the sum of \$11,428.65 was added to this fund.

The following exhibit covers the period from April 12, 1930, to June 24, 1931.

<i>Persons</i>	<i>Pledged</i>	<i>Paid</i>
309 Through Guilford College office	\$12,956.00	\$ 9,096.90
30 Through our New York office	6,140.00	4,516.00
<hr/>	<hr/>	<hr/>
339	\$19,096.00	\$13,612.90

Credit for the above measure of success is due to three factors, viz., first, to the faithful work of the Alumni Association of the college; second, to the generous giving of time and money through our New York sponsoring committee of which L. Hollingsworth Wood is chairman; third, to the 339 persons who have pledged their support.

Although the financial needs of Guilford College are very great at this time, Friends may be thankful that the Centennial program is well under way. As we of North Carolina Yearly Meeting all work together, we have a right to expect that others outside of our denominational body will lend assistance.

Edgar T. Hole, Financial Secretary.

REPORT OF THE TREASURER
GUILFORD COLLEGE BALANCE SHEET
JUNE 24, 1931

<i>Current:</i>	<i>Assets</i>	
Cash on hand and in bank	\$ 1,925.05	
Accounts receivable	5,632.86	
Bills receivable	2,908.28	
Live stock and supplies	10,989.64	
Sundry items	19.70	
	<hr/>	\$ 21,475.53
 <i>Investments:</i>		
Endowment	\$590,094.81	
Annuity funds (Contingent endowment) .	4,000.00	
Annuity funds (Dormitory)	28,000.00	
Annuity funds (Contingent endowment in real estate)	11,000.00	
	<hr/>	633,094.81

Fixed:

Land and buildings	\$358,500.00	
Equipment	72,119.00	
		<hr/>
		430,619.00
		<hr/>
		\$1,085,189.34

Liabilities

Current:

Accounts payable	\$ 14,112.84	
Bills payable	108,098.87	
Deposits and fund accounts	3,107.20	
		<hr/>
		\$ 125,318.91

Deferred:

Annuity bonds		59,200.00
Net assets		900,670.43
		<hr/>
		\$1,085,189.34

Maud L. Gainey, Treasurer.

GUILFORD COLLEGE INCOME AND EXPENSE FOR YEAR
ENDING JUNE 24, 1931

Income

Student fees:

Graduation	\$ 430.00	
Music	1,081.25	
Sundry	342.25	
Tuition	41,182.79	
		<hr/>
		\$ 43,036.29

Endowment	32,494.74
Sundry donations	18,926.06
Non-education departments	9,069.30
	<hr/>

	\$103,526.39
Deficit	7,362.90
	<hr/>

\$110,889.29

Expense

Administration	\$ 12,819.43
----------------------	--------------

Instruction:

Biology	\$ 874.20
Chemistry	495.98
Economics	1.06
Home Economics	339.63
Library	3,784.18

Lycenm	195.10	
Mathematics	3.03	
Music	217.41	
Physics	338.24	
Salaries	48,587.00	
Sundry	56.09	
	<hr/>	54,891.92
Maintenance:		
Annuities	\$ 1,820.00	
Campus	1,201.45	
Dormitory store room	40.44	
Education buildings	3,651.33	
Garage	16.70	
Insurance	1,712.87	
Interest	6,677.42	
Other expense	185.56	
	<hr/>	15,305.77
Promotion:		
Financial campaign	\$ 6,298.53	
News service	480.27	
Postage	361.81	
Scholarships	2,304.57	
Student campaign (advertising, printing, soliciting)	2,323.42	
Sundry	958.65	
	<hr/>	12,727.25
Improvement:		
Steam line extension to King, Library and Memorial Hall	\$ 8,500.00	
Library—Shelves, lighting and books	4,500.00	
	<hr/>	13,000.00
Paid from endowment income:		
College Loan Fund (loans to students)	\$ 527.29	
Cox Hall	300.00	
Ezra Meader Fund unused	26.97	
Girls Aid Fund (New Garden Hall)	386.72	
Peace Fund unused	2.84	
Scholarship Funds unused	117.50	
Cecil Cloud Fund unused	24.00	
	<hr/>	1,385.32
		<hr/>
		\$110,129.69
Old accounts closed		759.60
		<hr/>
		\$110,889.29

Maud L. Gainey, Treasurer.

THE COMMERCIAL NATIONAL BANK, TRUSTEE GUILFORD
COLLEGE ENDOWMENT FUNDS, LIST OF FUNDS
AS OF JULY 9, 1931

Name of Fund	Principal Total of Funds
Sarah E. Benbow, memorial	\$ 1,000.00
Addison and Mary Boren, memorial	1,100.00
Cecil J. Cloud	400.00
Contingent endowments:	
N. F. and Laura Farlow	6,000.00
J. Robert and Retta Hardin	1,000.00
N. Pauline Mendenhall	1,000.00
Geo. W. and Mary E. W. White	5,000.00
Ann E. W. Peele	500.00
Cora E. White	500.00
May K. Symmes	1,000.00
Elwood Cox	1,000.00
Cox Hall	5,000.00
J. S. and M. D. Cox	5,000.00
Jonathan and Elizabeth Cox	15,000.00
Joseph J. Cox, memorial	3,500.00
Eulah Dixon	1,017.69
English endowment	300.00
Franklin G. Frazier	11,413.62
Lucetta Churchill Frazier, memorial	1,675.00
Melvina Frazier	1,000.00
General	385,927.69
Harriett Green	12,389.48
Girls Aid	1,652.91
Girls Home	6,040.83
John B. Griffin	1,625.00
John B. Griffin, memorial	500.00
Fowell B. Hill	1,000.00
Nathan Branson Hill, (Minn. Trust Co.)	5,000.00
Richard L. and Hettie Overman Hollowell	10,000.00
Nathan Hunt, memorial	1,500.00
Frances T. King	5,000.00
Rufus King Peace Fund	47.45
Ella Lindley, memorial	5,000.00
Ezra Murray Meader	500.00
Elihu and Abigail N. Mendenhall, memorial	12,350.00
Nereus and Oriana Mendenhall Mathematics Scholarship..	4,174.82
Oliver Woodson Nixon	25,000.00
Susanna Osborne	1,000.00
William F. Overman	900.00

Harriett Peck, memorial	1,000.00
Philadelphia (Provident Trust Co.)	10,000.00
Physical Education	350.00
James Reynolds	400.00
Richardson No. 2 (Provident Trust Co.)	3,175.36
Richard A. and Eliza C. Ricks, memorial	1,500.00
Josephine Leonard Robbins, memorial	1,000.00
Isaac Sharpless, memorial	50.00
Mary E. Starbuck, memorial	25.00
Allen and Anna Tomlinson, memorial	250.00
Martha S. Tomlinson, memorial	600.00
Frances White	5,000.00
George W. White, memorial	1,000.00
Henryanna Hackney White, memorial	10,000.00
Henryanna Hackney White, Scholarship	1,000.00
Mary J. White	150.00
Rufus and Lydia White, memorial	1,000.00
<hr/>	
\$578,514.85	

Dr. Raymond Binford exhibited to the meeting the minutes of the Trustees of New Garden Boarding School, beginning with the report of a committee to make an educational survey in 1831. He also exhibited the Minutes of the Yearly Meeting of the same period. The two volumes are companions, for the College and the Yearly Meeting have developed together during the last one hundred years. It is interesting to know that over sixty per cent of the members of the standing committees of the Yearly Meeting have been students of Guilford College at some time.

71. In the closing moments of the session Elbert Russell brought a most inspiring message. Napoleon once said, "Impossible is the adjective of fools," but this is not a true statement. Jesus said, "All things are possible with God." If there ever was a time when we should attempt the impossible it is now. The challenge comes to us very definitely. The walls of difficulty may hedge one in, but the Psalmist says, "By my God I leap over a wall." Fools have always been doing the impossible. Lindbergh was called "the Flying Fool." A book was published years ago demonstrating mathematically that no

1932

Fourth



Season

THE
GUILFORD COLLEGE
CHOIR

MEMBER OF THE NATIONAL FEDERATION OF MUSIC CLUBS

MAX NOAH

Director

EDGAR T. HOLE

Manager

GUILFORD COLLEGE, N. C.

GUILFORD COLLEGE BULLETIN

VOL. XXIV

1931

No. 4

Program

I

In Joseph's Lovely Garden (Traditional Spanish)

Arr. by Clarence Dickinson

The music is very tuneful. The words remind us of the death and resurrection of Christ and suggest how our lives may be victorious over sin and death and arise in "His Blest Paradise."

The Three Kings *Healy Willan*

An English Choral which gives a vivid picture of the Three Kings visiting the Christ Child.

The Song of Mary (From the Spanish of Vega)

Arr. by Albert Kranz

A prayer of the young mother, full of calm and peace, is sung by a solo soprano against the humming of the choir, and closes with an effect that is celestial-like in its beauty.

All Breathing Life, Sing and Praise Ye the Lord

John Sebastian Bach

A four voiced fugue. The theme is introduced by the bass followed by the tenor, alto and soprano in order. It is taken from the Motet "Sing Ye to the Lord."

II

Alleluia! Christ Is Risen! *Andre Kopolyoff*

This number rises from a quiet inner spring of joy to an overpowering shout of exultation. In the Greek Church, the customary salutation among the simpler folk on Easter Day is, "Christ the Lord is risen. He is risen indeed."

The Lord Said Unto My Lord *A. Nikolsky*

An unusual setting for an anthem, telling of the coming of Christ as Ruler. The bass sing the solo part with the other voices entering when necessary.

Salvation Is Created *P. Tschesnokoff*

A Russian anthem which gives one the feeling of a rise out of gloom and depression into Praise and Alleluia!

Praise Ye the Name of the Lord *A. Nikolsky*

An anthem from the Russian Church Liturgy, which declares praise and thanksgiving unto God.



THE GUILFORD CHOIR

PROGRAM

III

Hallowed Be Thy Name—Halleluia! *H. K. Andrews*

The melody is sung by a small group which gives the effect of a cathedral in which the priests are intoning the song of praise with responses of Halleluia from the choir.

In Dulci Jubilo *Arr. by F. Melius Christiansen*

The original melody is to be found in an old German book published in the year 1570. Luther, on account of its beauty, retained the melody in the Protestant service. It is still sung in the processions which take place on Christmas Eve.

Come Let Us Worship *G. P. da Palestrina*

A composition of rare beauty. It was composed with Latin words and has been adapted to English words.

Gloria In Excelsis *Thomas Weelkes*

The composer has used a contrapuntal form of writing in this six part anthem. The title, "Sing My Soul to God," has a perfect setting.

PROGRAM

IV

God Is a Spirit *David Hugh Jones*

These words have been used many times in anthems, but never has any composer made so much out of them and the music as has Mr. Jones.

The Lord's Prayer *Samuel Richard Gaines*

An effective setting which brings out the real emotional meaning of every word of the Prayer.

Listen to the Lambs *R. Nathaniel Dett*

A religious characteristic in the form of an anthem arranged for eight voices.

Praise to the Lord *F. Melius Christiansen*

A Choral anthem for eight voices. The singing of praises from the beginning to the end.

Program

I

In Joseph's Lovely Garden (Traditional Spanish)

Arr. by Clarence Dickinson

The music is very tuneful. The words remind us of the death and resurrection of Christ and suggest how our lives may be victorious over sin and death and arise in "His Blest Paradise."

The Three Kings ----- *Healy Willan*

An English Choral which gives a vivid picture of the Three Kings visiting the Christ Child.

The Song of Mary (From the Spanish of Vega)

Arr. by Albert Kranz

A prayer of the young mother, full of calm and peace, is sung by a solo soprano against the humming of the choir, and closes with an effect that is celestial-like in its beauty.

All Breathing Life, Sing and Praise Ye the Lord

John Sebastian Bach

A four voiced fugue. The theme is introduced by the bass followed by the tenor, alto and soprano in order. It is taken from the Motet "Sing Ye to the Lord."

II

Alleluia! Christ Is Risen! ----- *Andre Kopolyoff*

This number rises from a quiet inner spring of joy to an overpowering shout of exultation. In the Greek Church, the customary salutation among the simpler folk on Easter Day is, "Christ the Lord is risen. He is risen indeed."

The Lord Said Unto My Lord ----- *A. Nikolsky*

An unusual setting for an anthem, telling of the coming of Christ as Ruler. The bass sing the solo part with the other voices entering when necessary.

Salvation Is Created ----- *P. Tschesnokoff*

A Russian anthem which gives one the feeling of a rise out of gloom and depression into Praise and Alleluia!

Praise Ye the Name of the Lord ----- *A. Nikolsky*

An anthem from the Russian Church Liturgy, which declares praise and thanksgiving unto God.

MUSIC AT GUILFORD COLLEGE

The Department of Music recognizes that in our individual, social, religious and national life music not only contributes to our well being, but that it is an inherent attribute of our life. The musician is in demand in our schools, our churches, and our concert halls as well as in our homes all over the land. It is the aim of the Department to combine the technique and theory of music, enriched by an appreciation of its aesthetic value, with a thorough background of cultural subjects. The college offers a degree of Bachelor of Arts with a major in Piano, Voice, Violin, Violoncello and Public School Music.

MUSIC ORGANIZATIONS. The Guilford College Choral Society is an organization of over one hundred and thirty voices conducted by Max Noah and open to all students and members of the college community who may be interested in music. The "Messiah" by G. F. Handel is given annually just before the Christmas holidays.

The Guilford College Choir is made up of college students who sing without accompaniment. A definite musical training is required before anyone is permitted to sing in concert with the choir. In order to receive this training all members are required to take a course in music which deals with all phases of musical training. The Choir made its initial appearance in 1929. This was the first appearance of such an organization in a southern institution. It introduced a new feature into the college and musical life of the South. Since its inception the Choir has made remarkable progress and is now recognized as one of the finest musical organizations in the State and is already having its influence on church music.

Anyone desiring further information concerning the opportunities offered at Guilford College may tear off the slip below and mail it to the President's office where it will receive prompt attention.

RAYMOND BINFORD, *President*,
Guilford College, North Carolina.

I am interested in receiving more information concerning Guilford College and would like to receive a copy of your catalog and other information that may be available.

Yours truly,

Name

Address

GUILFORD COLLEGE

Guilford College was founded by the Quakers, the Charter having been ratified on January 13, 1834. The Institution was opened in August, 1837, under the name of New Garden Boarding School, with fifty students — twenty-five girls and twenty-five boys. On January 25, 1889, the Charter was amended, changing the name to Guilford College and granting the privilege to confer the Bachelor's degree.

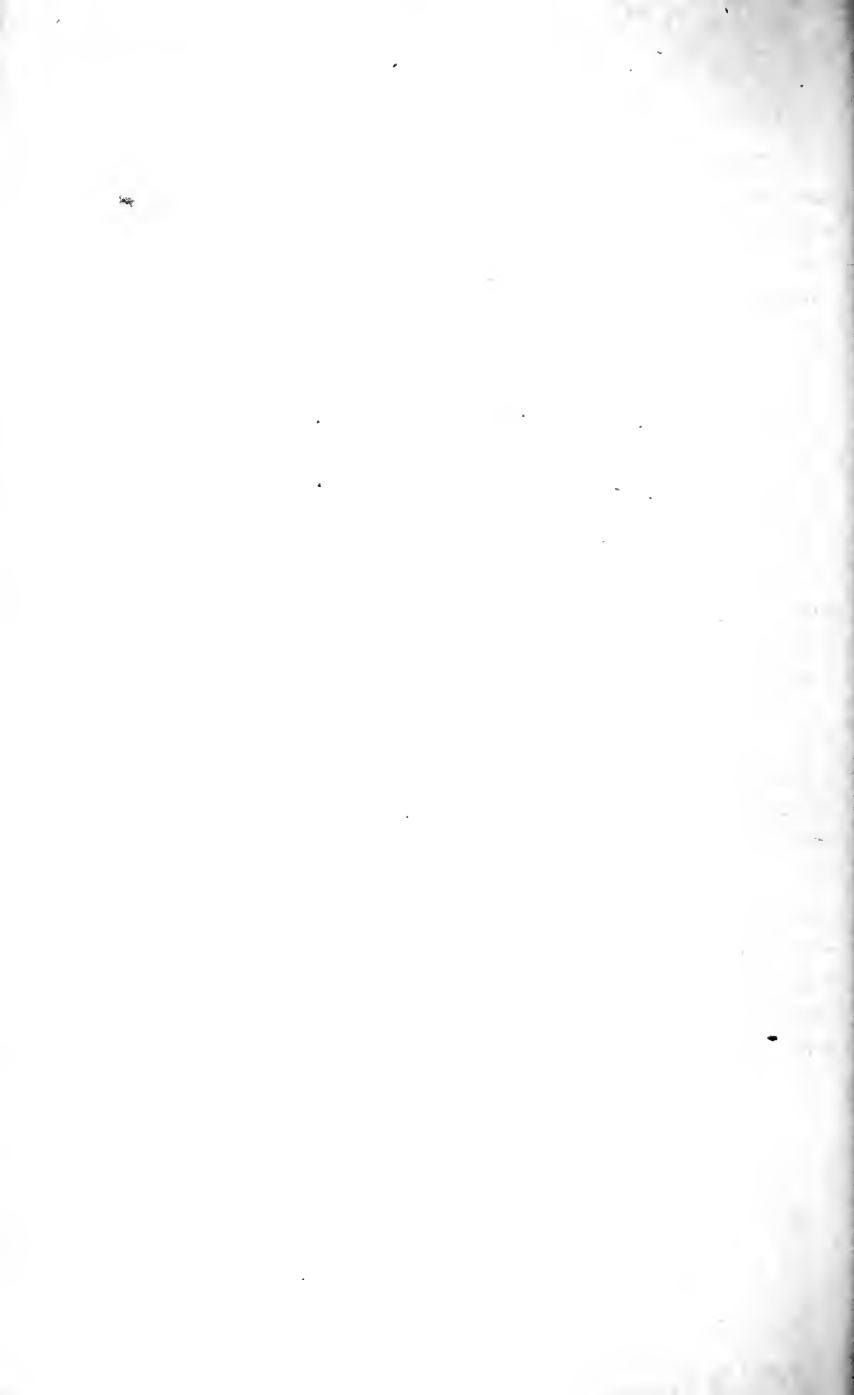
Simplicity and thoroughness with freedom from shams have characterized the life of the institution from its earliest days. It has been our purpose to keep the college small enough so that we may maintain in the life of the institution the informality, the industry, the friendliness and the democracy that have characterized the American home at its best.

The objectives of the college are to equip its students with the effective intellectual tools — language, mathematics and scientific technique; to lead them as far as possible in acquiring an understanding of the marvelous world in which they live, and to provide for them an opportunity for the attainment of scholarship in some special field. It has been our purpose to strive for the realization of these objectives in an atmosphere of Christian devotion, and to inspire in the students a love of the beautiful in nature, in art, and in life.

The choir has contributed very largely to the realization of these ideals as have many other organizations, customs and traditions which have emerged from the lives of the founders, the teachers and the students who have been a part of the changing group that has been known as New Garden Boarding School and then as Guilford College for nearly one hundred years.

Bulletin no.5

Not printed.



20.5 not printed.

Guilford College BULLETIN

Fifteenth Summer Session

at

GUILFORD COLLEGE

May 31 to August 2, 1932

Objectives of Guilford College Summer Session

1. To afford college students an opportunity to continue and supplement their Liberal Arts college course in an A college.
 2. To give to teachers courses that lead to certification.
 3. To give special training to those students interested in personnel work and vocational guidance.
-

Published bi-monthly
by
Guilford College
On the Friendly Road
in Guilford County
North Carolina

VOL. XXIV

1932

NO. 6

GUILFORD COLLEGE, N. C.



GUILFORD COL

Enjoy a
Pleasant
Summer
of
Study
on
This
Beauti-
fully
Shaded
Campus



— Gain Standard College Credit Toward

COLLEGE SUMMER SESSION, MAY 31-AUGUST 2, 1932



Offers a Liberal Arts Degree. Special Courses in Personnel Work and Vocational Guidance. —

LIVING ACCOMMODATIONS AND EXPENSES

YOUNG men live in Cox Hall and young women in Founders Hall, and all eat in the dining room in Founders Hall. Everything possible is done to build up an atmosphere of study, an undertaking which is made easier by the absence of outside activities which occupy so much time in the regular year. A number of tennis courts and the beautiful woods and hills of the college campus, however, offer adequate opportunity for exercise and recreation.

The expenses of a summer school student are approximately ten dollars a week, and of course would be much less for a student who could live at home. All bills are payable at the Treasurer's office at the time of registration. The ordinary expenses are as follows:

Registration, \$5.00; Tuition, \$4.00 a credit hour; Board, \$45.00; Room, \$10.00. Students wishing laundry done at the College may obtain this service for five dollars for the session.

FACULTY

CLYDE A. MILNER, Dean of the College, *Director of the Summer Session.*

PHILIP W. FURNAS, *Professor of English.*

F. CARLYLE SHEPARD, *Professor of Education.*

ERNESTINE COOKSON MILNER, *Director of Personnel.*

E. GARNESS PURDOM, *Professor of Physics.*

EVA G. CAMPBELL, *Professor of Biology.*

HARVEY A. LJUNG, *Professor of Chemistry.*

ELIZABETH C. BRUCE, *Associate Professor of Home Economics.*

HELEN T. BINFORD, *Instructor in French and German.*

Vol. XXV, No. 1

April, 1932



GUILFORD COLLEGE

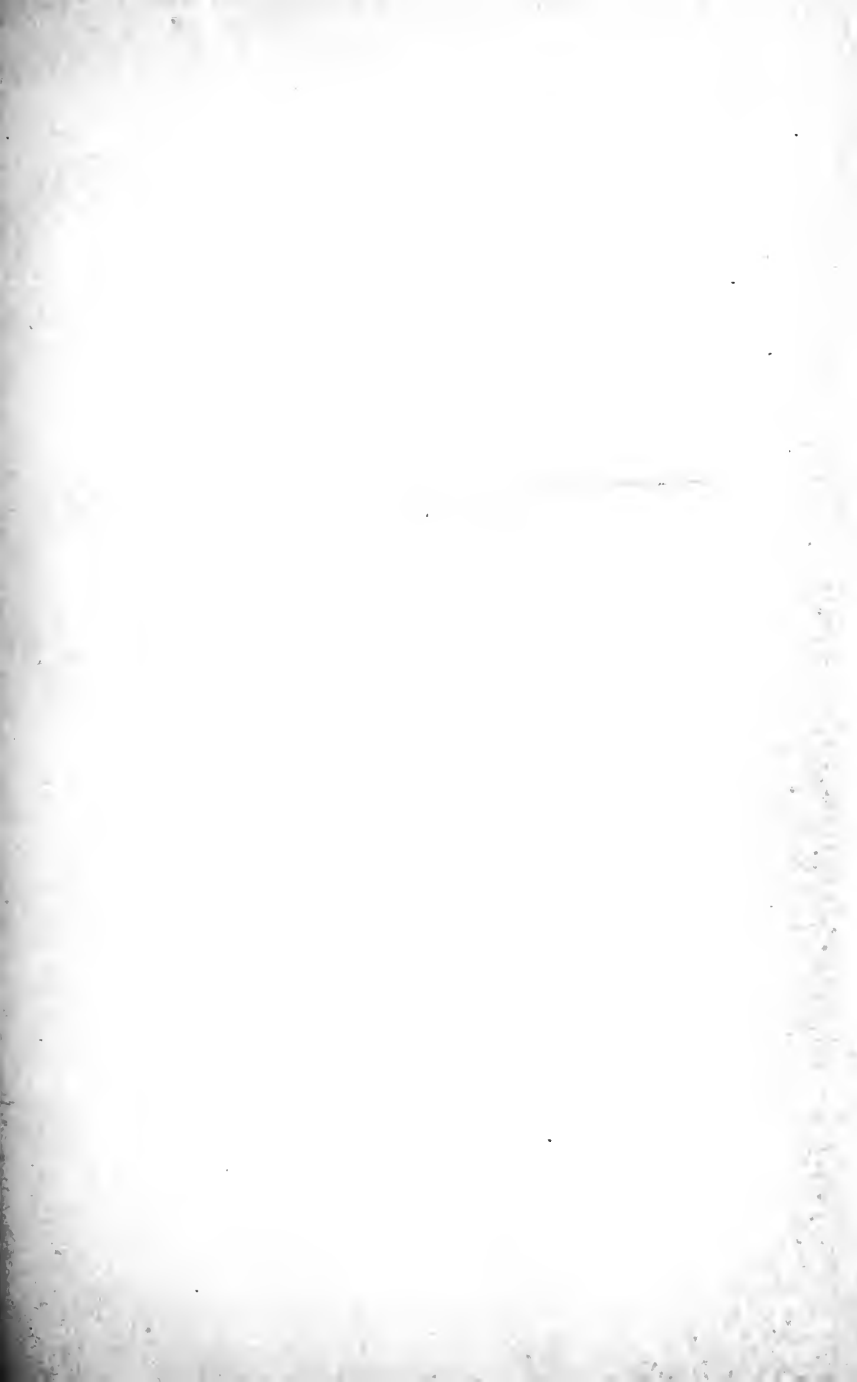
BULLETIN OF INFORMATION

CATALOGUE NUMBER
1931-1932

Announcement
1932-1933

PUBLISHED BI-MONTHLY
BY
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA

Entered at Guilford College, N. C., as second-class matter
under act of Congress August 24, 1912







GUILFORD COLLEGE

BULLETIN OF INFORMATION

CATALOGUE NUMBER
1931-1932

Announcement
1932-1933

PUBLISHED BI-MONTHLY
BY
GUILFORD COLLEGE
ON THE FRIENDLY ROAD
IN GUILFORD COUNTY
NORTH CAROLINA



ACADEMIC CALENDAR

1932

May 30th Commencement
May 31st Registration, Summer School, 1932
August 2nd Close of Summer School

OPENING, FALL 1932

September 5th Registration of Freshmen
September 8th, 1:00 p. m.,
 Registration of Sophomores, Juniors and Seniors
September 9th, 11:00 a. m.,
 Chapel exercises. Faculty and all students attend.
November 7th First Quarter Ends
November 24th Thanksgiving Holiday
December 21st, 11:30 a. m. Christmas Holidays Begin

1933

January 4th, 1:15 p. m. Christmas Holidays End
January 14th to 21st, inclusive Mid-Year Examinations
January 23rd Second Semester Begins
March 27th Third Quarter Ends
March 28th, 11:30 a. m. Spring Holidays Begin
April 4th, 1:15 p. m. Spring Holidays End
May 27th to June 3rd Final Examinations
June 3rd Senior Class Day
June 4th Baccalaureate Service
 Sermon before the Christian Associations
June 5th Commencement Day
 Conferring of Degrees
 Commencement Address
June 6th Registration of Summer School, 1933
August 7th Close of Summer School

ADMINISTRATIVE BOARDS

BOARD OF TRUSTEES *Term Expires*

David White, Greensboro, N. C.	1932
D. D. Carroll, Chapel Hill, N. C.	1933
C. F. Tomlinson, High Point, N. C.	1933
Joseph D. Cox, High Point, N. C.	1934
Paul C. Lindley, Pomona, N. C.	1934
D. R. Parker, High Point, N. C.	1935
J. Elwood Cox, High Point, N. C.	1936
Richard L. Hollowell, Greensboro, N. C.	1936
Robert H. Frazier, Greensboro, N. C.	1937
W. E. Blair, Greensboro, N. C.	1937

AUXILIARY COMMITTEES

Advisory Committee *Term Expires*

Elva J. Blair	1932
Helen T. Binford	1932
Notre M. Johnson	1932
Roxie D. White	1932
Mary M. Petty	1933
Lelia D. Hill	1933
Bertha E. Cox	1933
Hetty O. Hollowell	1934
Myrtle Tomlinson	1934
Alice Paige White	1934

Girls Aid Committee

In Charge of New Garden Hall

Helen T. Binford	Guilford College, N. C.
Marguerite C. Kerner	Greensboro, N. C.
Laura P. Hodgins	Greensboro, N. C.
Ada Blair	High Point, N. C.
Sarah R. Haworth	Burlington, N. C.
May R. Cox	High Point, N. C.
Ida E. Millis	Guilford College, N. C.
Evelyn M. Haworth	Guilford College, N. C.
Rachel F. Taylor	High Point, N. C.
Arta A. Barker	High Point, N. C.
Maryanna White Johnson	Greensboro, N. C.
Callie S. Cude	Winston-Salem, N. C.
Dovie Hayworth	Greensboro, N. C.
Gertrude Hobbs Körner	Charlotte, N. C.

Honorary Member

Adelaide E. White	High Point, N. C.
-------------------------	-------------------

STANDING COMMITTEES OF THE BOARD OF TRUSTEES

Auditing and Finance—R. L. Hollowell.

Boarding Department—W. E. Blair.

Buildings and Grounds—R. L. Hollowell, D. Ralph Parker, Paul C. Lindley.

Endowment Fund—J. Elwood Cox, David White, Robert H. Frazier.

Farm Committee—Paul C. Lindley, W. E. Blair.

Officers and Faculty—D. D. Carroll, Jos. D. Cox, C. F. Tomlinson, D. R. Parker, W. E. Blair, Raymond Binford.

COLLEGE OFFICERS OF ADMINISTRATION

RAYMOND BINFORD	<i>President</i>
CLYDE A. MILNER	<i>Dean</i>
ERNESTINE C. MILNER	<i>Personnel Director</i>
KATHARINE C. RICKS	<i>Librarian</i>
N. ERA LASLEY	<i>Registrar</i>
EDGAR T. HOLE	<i>Financial Agent</i>
MAUD L. GAINNEY	<i>Treasurer</i>
ELIZABETH BRUCE	<i>Dietitian</i>
EMILY R. LEVERING	<i>Matron New Garden Hall</i>
MAMIE B. ANDERSON,	<i>Matron Cox and Archdale Halls</i>

FACULTY COMMITTEES

Advisory Committee—Raymond Binford, Clyde A. Milner, Ernestine C. Milner, Edgar T. Hole, E. G. Purdom, Philip W. Furnas, Katharine C. Ricks.

Athletics for Men—F. Carlyle Shepard, E. G. Purdom, J. Wilmer Pancoast, John P. Anderson.

Athletics for Women—Katherine Jones, Dorothy Gilbert, Agnes H. Purdom.

Campus—A. I. Newlin, L. L. Hobbs, K. C. Ricks, Eva G. Campbell.

Credentials—N. Era Lasley, F. Carlyle Shepard, Clyde A. Milner.

Debates—A. I. Newlin, Elwood C. Perisho, Philip W. Furnas, Duane McCracken, Ernestine C. Milner.

Examinations—J. Wilmer Pancoast, Eva M. Newlin, H. A. Ljung.

High School Day—F. Carlyle Shepard, John P. Anderson, Elizabeth Bruce, Ernestine C. Milner.

Lectures and Entertainment—J. Wilmer Pancoast, Elwood C. Perisho, Samuel L. Haworth, Maud L. Gainey, Helen T. Binford, Max Noah.

Library—Katherine C. Ricks, Dorothy Gilbert, J. Franklin Davis, N. Era Lasley, Philip W. Furnas, Clyde A. Milner, James L. Fleming, Eva G. Campbell.

Personnel—Clyde A. Milner, F. Carlyle Shepard, John P. Anderson, E. G. Purdom, Dorothy Gilbert, Elizabeth Bruce, N. Era Lasley, Emily R. Levering, Katharine C. Ricks, Ernestine C. Milner.

Vocational Guidance—Ernestine C. Milner, F. Carlyle Shepard, Duane McCracken, Elizabeth Bruce, Elwood C. Perisho.

Student Affairs—N. Era Lasley, Dorothy Gilbert, E. G. Purdom, A. I. Newlin.

Girls' Conduct—Ernestine C. Milner, Emily R. Levering, Katharine C. Ricks.

Men's Conduct—Clyde A. Milner, John P. Anderson, E. G. Purdom, F. Carlyle Shepard.

Absences—N. Era Lasley, Ernestine C. Milner, Emily R. Levering, Clyde A. Milner, Agnes Hollins Purdom.

Social—Ernestine C. Milner, Clyde A. Milner, Helen T. Binford, J. Wilmer Pancoast, E. G. Purdom, Gail Wilbur, Eva M. Newlin, Eva G. Campbell.

FACULTY

RAYMOND BINFORD *President of the College
and Professor of Biology*

B.S., Earlham College, 1901; M.S., University of Chicago, 1906; Fellow in Johns Hopkins University, 1911-1912; Ph.D., Johns Hopkins University, 1912; Scientific Assistant at United States Fisheries Laboratory, Beaufort, N. C., summers 1908-1911; Instructor in Invertebrate Zoology, Marine Biological Laboratory, Woods Hole, Mass., summers 1912-1917; Professor of Biology and Geology, Guilford College, 1901-1914; Professor of Zoology at Earlham College, 1914-1918; President of Guilford College, since 1918.

LEWIS LYNDON HOBBS *President Emeritus*

A.B., Haverford College, 1876; A.M., Haverford College, 1883; LL.D., University of North Carolina and Haverford College, 1908; Principal New Garden Boarding School, 1878-1884; President Guilford College, 1888-1915; President Emeritus, since 1915.

JAMES FRANKLIN DAVIS *Professor Emeritus*

A.B., Haverford College, 1875; A.M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Universities Leipzig and Strassburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Guilford College, since 1888.

ELWOOD CHAPPELL PERISHO . . . *Lecturer, Professor of
Geology and Director of College Extension*

B.S., Earlham College, 1887; M.S., Earlham College, 1889; M.S., University of Chicago, 1895; Fellow University of Chicago, 1894-1895; LL.D., Earlham College, 1910; D.Sc., University of South Dakota, 1929; Assistant in Science, New Garden Boarding School, 1887-1888; Professor of Mathematics, Guilford College, 1888-1893; Assistant in United States Geological Survey (field work), 1894; Professor of Geology and Physics, Wisconsin State Normal, 1895-1903; Professor of Geology, State College of South Dakota, and State Geologist of South Dakota, 1903-1914; Dean of the College of Arts and Sciences, University of South Dakota, 1907-1914; President of the State College of Agriculture and Mechanical Arts, South Dakota, 1914-1919; Educational Administrator and Lecturer, U. S. Army Educational Corps, 1919-1920; Member of Faculty American Army University, Beaune, France, 1919; Lecturer, Guilford College, since 1920.

J. WILMER PANCOAST *Professor of Mathematics*

B.S., Swarthmore College, 1901; Special Work at University of Pennsylvania, University of Cornell, University of Chicago, University of Wisconsin; Instructor in Mathematics, George School, Bucks County, Pennsylvania, 1902-1918; Guilford College, since 1919.

KATHARINE C. RICKS *Librarian*

B.S., Guilford College, 1904; Student in library class at the Virginia State Library, 1905-1907; Graduate Student in the Library School of Columbia University, summer 1927, and year 1927-1928; Assistant in the library of the University of Virginia, 1911-1912; Librarian at Guilford College, since 1922.

EVA GALBREATH CAMPBELL *Professor of Biology*

A.B., Ohio Wesleyan University, 1915; A.M., Ohio State University, 1919; Ph.D., Ohio State University, 1931; Graduate Student, University of Chicago, summer 1916; Marine Biological Laboratory, Woods Hole, Mass., summer 1922; Instructor in Biology, North Carolina College for Women, 1919-1924; Guilford College, since 1924.

SAMUEL L. HAWORTH *Professor of Biblical Literature and Religion*

Ph.B., Chattanooga University; A.M., Brown University; Graduate Student, Chattanooga University, 1908; Professor of Biblical Literature, Wilmington College, Wilmington, Ohio, 1908-1911; Graduate Student Brown University, 1911-1913; Minister in Friends Meeting, Minneapolis, Minn., 1913-1919; High Point, N. C., 1919-1923; Traveler and Student in Europe, 1923-1924; Guilford College, since 1924.

ALGIE INNMAN NEWLIN *Professor of History and Political Science*

A.B., Guilford College, 1921; A.M., Haverford College, 1922; Graduate Student Columbia University, summer 1923; Graduate Student University California, summer 1924; Graduate Student University of Wisconsin, summer 1925; Graduate Student Johns Hopkins University, 1926-1927; Graduate Student University of Geneva, 1929-1931; History, Burlington High School, 1922-1923; History, Pacific College, 1923-1924; Guilford College, 1924-1926, and since 1927.

DOROTHY LLOYD GILBERT *Associate Professor of English*

A.B., Earlham College, 1925; A.M., Columbia University, 1929; Teacher in Public High Schools of Ohio, 1922-1923 and 1925-1926; Director of Physical Education for Women, Guilford College, 1926-1927; Instructor in English, Guilford College, 1926-1928; Associate Professor of English, since 1929.

***DUANE MCCrackEN** *Professor of Economics and Business*

A.B., Penn College, 1918; A.M., University of Wisconsin, 1920; Ph.D., University of Minnesota, 1930; Teacher in Public Schools of Iowa, 1913-1914; Teacher of Economics, Hibbing Junior College, 1920-1922; Instructor and Graduate Student in Economics, University of Minnesota, 1922-1927; Professor of Economics and Business, Guilford College, since 1927.

*On leave of absence, 1931-1932.

PHILIP W. FURNAS *Professor of English*

A.B., Earlham College, 1913; A.M., Harvard University, 1916; Teacher of English, Oakwood School, 1913-1915; Instructor in English, Earlham College, 1916-1919 and 1921-1925; Graduate Student in English, Harvard University, 1915-1916 and 1925-1927; Professor of English, Guilford College, since 1927.

E. GARNES PURDOM . . *Associate Professor of Physics*

A.B., Centre College, 1923; M.S., University of Chicago, 1927; Instructor in Physics, Kentucky College for Women, 1922-1923; Instructor in Physics, Ashland, Kentucky, High School, 1923-1926; Graduate Student in Physics, University of Chicago, for five quarters, 1926-1927; University of Michigan two summers, 1929-1930; Associate Professor of Physics at Guilford College, since 1927.

MAX STEPHEN NOAH *Professor of Music*

A.B., Iowa State Teachers College, 1927; Teacher's Diploma in Voice and Piano, Iowa State Teachers College, 1927; Concert Tour with Redpath Lyceum Bureau three seasons; Organist and Director of Music in the leading churches, Waterloo, Iowa, 1921, 1924-1925; Conductor of the City Male Chorus, Waterloo, Iowa, 1924-1926; Head of Department of Music, Guilford College, since 1927.

EVA MILES NEWLIN *Associate Professor of
Modern Languages*

A.B., Pacific College, 1924; Traveler and Student in Europe, 1924-1925; A.M., Willamette University, 1926; Instructor in German, Willamette University Summer School, 1926; Professor of Modern Languages, Pacific College, 1926-1928; Guilford College, since 1928.

ELIZABETH CARENE BRUCE *Associate Professor of
Home Economics*

B.S., University of Georgia, 1921; A.M., Columbia University, 1928; Professor of Home Economics, Georgia Normal School, 1921-1927; Associate Professor of Home Economics, Guilford College, since 1928.

FREDERICK CARLYLE SHEPARD *Professor of
Education*

A.B., University of North Carolina, 1921; A.M., University of North Carolina, 1925; Graduate Student, University of North Carolina, 1925-1927; Teacher of Science, Goldsboro, 1921-1925; Greensboro, 1928-1929; Guilford College, since 1929.

JOHN P. ANDERSON *Director Physical
Education*

A.B., Hendrix College, 1924; Student University of Illinois, 1925; Peabody Summer School, 1925 and 1927; Summer School University of Michigan, 1926; Summer School Columbia University, 1929-1930; Athletic Director High School, Forest City, Arkansas, 1925-1926; Assistant Coach, Southern College, 1926-1927; Director Physical Education High School, Roanoke Rapids, N. C., 1927-1929; Guilford College, since 1929.

CLYDE A. MILNER *Dean of the College
and Professor of Philosophy*

A.B., Wilmington College, 1921; A.M., Haverford College, 1922; B.D., Hartford Theological Seminary, 1924; University of Chicago, summer 1924; Student at Marburg University; University of Geneva; J. J. Rousseau Institute, 1927-1928, on the John S. Wells Fellowship; Dean of Men, Earlham College, 1924-1930; Instructor in Philosophy and Psychology, 1924-1925; Assistant Professor of Philosophy, 1925-1927; Professor of Psychology, 1927-1930; Guilford College, since 1930.

ERNESTINE COOKSON MILNER *Personnel Director*

A.B., Miami University, 1918; B.S., Miami University, 1919; Student National Training School of Y. W. C. A., summer 1920; A.M., Wellesley College, 1926; Graduate student at Ohio State University; Y. W. C. A. Secretary Miami University, 1918-1919; Instructor in McGuffey Model School Miami University; Y. W. C. A. Secretary Ohio State University, 1919-1923; Acting Dean of Women Ohio State University, summer 1923; Dean of Women Parsons College 1924-1926; Dean of Women and Assistant Professor of Psychology, Earlham College, 1926-1930; Guilford College, since 1930.

JAMES L. FLEMING *Associate Professor of French*

B.S., Wake Forest, 1927; Student at Sorbonne, Paris, 1927-1928; Fellow to the Ecole Normal de Valence, 1928-1929; Student at the University of Paris and also taking work with the Alliance Francaise, the Institute of Phonetics and pupil in diction to Madame de Tovar of the Comidie Francaise; Guilford College, since 1930.

GAIL WILBUR *Instructor in Piano and
Public School Music*

Student in Piano for thirteen years with various instructors; Student of Voice for two and a half years; Student at the Columbia School of Music, 1912-1914; Student at the Northwestern University, 1928-1929; Student in various summer schools for eight summers; fourteen years' experience teaching in public schools and one normal school; Guilford College, since 1930.

ELIZABETH O. MEINUNG *Instructor in
Home Economics*

B.S., Salem College, 1917; M.A., Columbia University, 1932; Teacher of Home Economics at Salem College for thirteen years; Part-time teacher of Home Economics at Guilford College, since 1930.

HELEN T. BINFORD . . *Instructor in French and German*

A.B., Earlham College, 1907; Graduate student Earlham College, 1907-1908; Student of German at Hanover, Germany, and of French at Paris, 1909-1910; Professor of Modern Languages at Friends University, 1908-1909, and 1912-1913; Professor of Modern Languages Maryland College for Women, 1911-1912; Part-time instructor at Guilford College at various times since 1920.

HARVEY ALBERT LJUNG *Professor of Chemistry*

B.S., University of North Carolina, 1927; M.S., University of North Carolina, 1928; Ph.D., University of North Carolina, 1931; Assistant in Chemistry, University of North Carolina, 1927-1931; Professor of Chemistry, Guilford College, since 1931.

STANLEY WALES PRESTON *Assistant Professor of
Economics and Business*

B.B.A., Boston University, 1929; M.A., University of North Carolina, 1930; Research Assistant, Institute for Research in Social Science, Chapel Hill, 1928-1929; Graduate Student, University of North Carolina, 1927-1931; Guilford College, 1931-1932.

KATHARINE JONES *Director of Physical
Education for Women*

A.B., Winthrop College, 1921; Graduate Student Columbia University, 1930-1931 and Summer School 1924; Colorado State College one semester, 1927; Athletic Director Y. W. C. A. Greenville, S. C., 1921-1924; Director of Physical Education for Women, Rollins College, Florida, 1924-1925; Fassifern School for Girls, Hendersonville N. C., 1926-1927; Supervisor of Physical Education, Hendersonville Public Schools, 1927-1930; Physical Director for Women, Guilford College, 1931-1932.

MARSHALL H. BARNEY *Instructor in Spanish*

A.B., Guilford College, 1931; Graduate Student, North Carolina College, summer, 1931; Instructor in Spanish, 1931-1932.

GUILFORD COLLEGE

HISTORY

Guilford College had its beginning in the New Garden Boarding School, an academy chartered January 13, 1834, under the laws of the State of North Carolina. The New Garden Boarding School opened its doors in August, 1837, with an enrollment of fifty students—twenty-five boys and twenty-five girls—and was operated continuously for fifty-two years. On January 25, 1889, an amendment to the Act of Incorporation was enacted which granted the institution the authority to confer degrees and changed the name to Guilford College.

A preparatory department was operated in conjunction with the college until 1923; since that time only academic work of collegiate grade, leading to the degrees of Bachelor of Arts and Bachelor of Science, has been offered.

Guilford College is now classified as an A-Class College through membership in the Association of Colleges and Secondary Schools of the Southern States. It is similarly classified by the North Carolina Department of Education, in coöperation with the North Carolina College Conference. It is also on the list of colleges approved by the American Medical Association. The work of the college, therefore, is accepted at its face value in the certification of teachers and in the admission of students to the professional schools and universities throughout the nation.

This briefly is the story of the legal history of the college. The roots of its life, however, run deep into the entire history of the Colony and State of North Carolina. The Society of Friends in North Carolina was one of the first religious bodies to form a permanent organization. George Fox, the founder of the Society, visited North Carolina in 1672 and the records of Friends in North Carolina embrace a period of 234 years. Their desire to found an institution

of learning grew out of a conviction that a democratic fellowship, based on the individual responsibility characteristic of early Friends' meetings for worship, required an educated membership. It was founded, therefore, not so much to produce a trained ministry as to produce a trained society.

POLICY

The founders of New Garden Boarding School were interested, therefore, in establishing an institution where broad, liberal culture might be secured in homelike surroundings and under strong religious influences. This policy has been consistently pursued throughout the ninety-four years of uninterrupted service. It is the purpose of Guilford College to lay a broad foundation for life based on a knowledge of the literary, scientific, and social achievements of the race. To this foundation it hopes that its graduates will add a professional or technical training as a preparation for great and efficient living. Although Guilford College is not a professional school, it does offer work in education sufficient to meet the State requirements for the certification of teachers in the public schools and it does offer special pre-medical courses and other practical, scientific, business and pre-professional studies.

The enrollment of the college is limited to a group small enough so that every member may become personally acquainted with every other member. With such a number work may be carried on in a way to bring out the finest qualities of every individual in the college fellowship. With a student body of three hundred young men and women and a faculty of thirty, it is believed that the finest type of united, coöperative, sympathetic student work may be done. In a group of this size the individual is important. He counts for something. Everyone is essential to the well-being of the community as a whole.

RELIGIOUS INFLUENCES

Guilford College is under the control of the Society of Friends, but in its practice it is non-sectarian. Among its students are young people of many denominations. There is a daily chapel service which all attend. Both the Young Women's Christian Association and the Young Men's Christian Association occupy prominent places in the activity of the student body. At mealtime, in prayer meetings and in Sunday School work, faculty and students coöperate in the upbuilding of Christian character.

LOCATION

Guilford College is located on the Friendly Road in Guilford County, North Carolina, five and one-half miles west of the city of Greensboro. The entrance to the college grounds is one mile from the Guilford College station on the branch of the Southern Railway between Greensboro and Winston-Salem. The campus is happily situated in the rolling oak and hickory woodland of the Piedmont region which is noted for its mild and healthful climate.

Historically, this vicinity is rich with interest. A few hundred yards from the campus on the Friendly Road is the Dolly Madison Well, marking the birthplace of a charming mistress of the White House. In the other direction is the birthplace of "Uncle Joe Cannon," and three miles to the north the famous battle ground of Guilford Courthouse, now a national park. Near the campus granite stones mark the site of the old Yearly Meeting House used as a hospital at the time of the battle.

BUILDINGS AND GROUNDS

The College property consists of two hundred and ninety acres of campus, field, and woodland. The campus and athletic fields occupy thirty acres. About half of the remainder has

been cleared for cultivation. The college maintains a dairy and truck garden.

The campus with its fine old oaks is the peer of any in the State. About it in a large quadrangle are grouped the ten principal buildings, all of which, except the gymnasium, are of brick, thoroughly substantial and pleasing in appearance.

Founders Hall stands at the end of the main driveway. This is the oldest building of the group. It was erected in 1837. In 1908 it was entirely remodeled and the second and third floors equipped as a dormitory for girls. On the first floor are the college dining room, the halls of the Philomathean and Zatasian Literary Societies, the office of the Dean of Women, and reception rooms. The home economics laboratory and class rooms are also in this building.

Archdale Hall was erected in 1886, and was named in honor of the Quaker Governor, John Archdale. In 1927, this building was completely renovated and will now accommodate comfortably forty men. On the first floor are the Men's Center and a committee room for student activities.

Y. M. C. A. Hall was built in 1891 for the Young Men's Christian Association. On the first floor are the Y. M. C. A. hall and music rooms. The second floor has been made into two handsomely equipped literary society rooms for the Websterian and Henry Clay Societies.

Memorial Hall was erected in 1897 by the former students of New Garden Boarding School, Benjamin N. and James B. Duke, in memory of their sister, Mary Elizabeth Lyon. It contains the administrative offices, book store, postoffice, chemical laboratory and lecture room, biological laboratory, auditorium, office of the student publications, *The Guilfordian* and *The Quaker*, and the museum.

New Garden Hall was erected in 1907 by the Girls Aid Committee of North Carolina Yearly Meeting for the girls who wish to reduce expenses by cooperative housekeeping.

The hall affords accommodations for fifty-six girls, besides a reception room and living room for the matron. In recent years, student service has been extended to the other dormitories, but the income from the Girls Aid endowment is still used for the maintenance of New Garden Hall and for loans and appropriations to needy young women.

The Library. The present library building was erected in 1909 with the aid of a donation by Andrew Carnegie. It is modern in its appointments, having a fire-proof stack room with steel shelving and a large vault. It is in this vault that the early minute books of most of the Quaker Meetings in North Carolina and many other manuscripts of great historical value are stored. These have been carefully classified and catalogued and are used extensively for historical and genealogical research.

The Library contains 13,000 volumes. The Carnegie Corporation has granted the college \$8,000 to be used in the purchase of books. This, together with other extensive improvements, is making the Library the center of the intellectual life of the college. A small group of students is admitted to the Library for a special study of the technique of the care and administration of a library.

The reading room is well supplied with the State papers and the best magazines and periodicals representing general literature and the special departments.

King Hall. The present King Hall is the third building so named, the former two having been destroyed by fire. The building as now constructed contains seven class rooms, the physical laboratory, the laboratory for freshman science and the psychological laboratory.

Cox Hall is a dormitory for young men. The three center sections were built in 1912 and two new sections were added in 1917. This building will accommodate 104 students. The sections have separate entrances and are divided from each other by solid fireproof walls. On each floor of each section

there are four rooms and each group of four has its own shower bath and lavatory. There is hot and cold water in each room.

The Museum. The cabinet of natural history contains specimens representing a wide range of natural objects which are of great value for illustrating the work in biology, geology, and chemistry. The display of these objects is of real interest to the many visitors at the college.

The Gymnasium, erected in 1898, contains a basketball floor 50 by 76 feet and two galleries for spectators at intercollegiate contests.

Athletic Fields. The athletic equipment is large enough to enable every student in College to secure an abundance of outdoor exercise.

The Hobbs Athletic Field is a carefully graded tract of three acres, adapted to football, soccer, baseball, and track and field work. It is surrounded by a quarter-mile running track with a 100-yard straightway.

There are ten sand-clay tennis courts on the campus, giving room for all to play who desire to do so.

The Laboratories. The College possesses five laboratories: Psychology, Chemistry, Physics, Biology, and Home Economics. These laboratories are equipped with modern apparatus and offer adequate facilities for up-to-date scientific work in the leading sciences.

THE MEETING HOUSE

The first New Garden Meeting House was built in 1751. The present building was erected in 1912 to accommodate the sessions of North Carolina Yearly Meeting of Friends and to supply the college community a place for worship. It serves as a real center for the spiritual life of the college.

ENDOWMENT

More important than the buildings and equipment for guaranteeing the permanent quality and success of the work of a college are the Endowment Funds which supply an income to supplement the tuition charges in meeting the operating expenses of the institution. Within recent years the endowment of the college has been substantially increased. The total fund now amounts to \$600,000. Our friends have established many special funds for the support of scholarships, the care of buildings and grounds, and the maintenance of special departments of instruction. The plant and the endowment are now estimated to be worth \$1,000,000.

REQUIREMENTS FOR ADMISSION

Graduation from an accredited high school or the equivalent is required for admission to Guilford College except in the case of special students.

Candidates for admission to the Freshman Class must have completed the required subjects listed below.

Applicants will be admitted without examination upon the presentation of a certificate of graduation from an accredited high school.

Applicants who are not graduates of an accredited high school must present a record of the work they have done and a certificate showing that the college entrance examination has been passed.

SUBJECTS REQUIRED

Entrance certificates must show the completion of the following units in order to secure Freshman standing:

English	3 units
Algebra	1½ units
Plane Geometry	1 unit
Foreign Language	2 units
History	1 unit
Electives	6½ units

A high school course taken five periods a week for one school year is valued at one unit.

Not less than two units will be accepted in any one language, unless presented as an elective.

Students who intend to major in Mathematics or one of the sciences should, if possible, present French or German for entrance.

The amount of credit given for work in Natural History, General Science, Physics or Chemistry will depend upon the laboratory work done in connection with the course as shown by a laboratory notebook, which the applicant should submit

in order to receive credit amounting to more than one-half unit.

The entrance credit allowed for vocational work will depend upon the nature of the work done and upon the notebooks or other records that the student may submit.

One unit in Biblical Literature is accepted from Sunday Schools which comply with the standards set by the Council of Church Boards of Education.

ELECTIVE SUBJECTS

The electives must be selected from the following subjects:

<i>Subjects</i>	<i>Maximum Units</i>
English	4
Social Science, including History and Civics	5
Mathematics, Algebra, Plane and Solid Geometry and Trigonometry	4
Greek	3
Latin	4.7
French	3
German	3
Spanish	2
Physiography	1 or .5
General Science	1 or .5
Biology	1 or .5
Botany	1 or .5
Zoology	1 or .5
Physiology	1 or .5
Chemistry	1 or .5
Physics	1 or .5
Drawing	1

Vocational Subjects

Commercial Geography .....	.5
Agriculture	2
Manual Training	2

Home Economics	2
Stenography	1
Commercial Arithmetic	1
Bookkeeping	1
Bible	2
Music	2
Expression .....	.5

ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a complete record of entrance credits.

SPECIAL AND IRREGULAR STUDENTS

Persons twenty-one years old or older, who are not candidates for a degree and who may not have completed the high school course, may be admitted as special students. No special student will be permitted to register for less than twelve hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared. Graduates of accredited high schools who have not completed the required subjects listed on page 20 will be classed as irregular students.

REQUIREMENTS FOR GRADUATION

Graduation is based on four years of study beyond the high school course. Each year consists of thirty-six weeks of study. The work is measured in semester hours. One semester hour represents one recitation and two hours of preparation, or the equivalent, each week for eighteen weeks. To obtain a bachelor's degree a student is required to complete a minimum of 128 semester hours and must have 120 or more quality points.

A degree will not be given to any one who has done less than one year of work in residence at Guilford College, and the last half year of the work required for the degree must be done in residence. In the application of this rule twelve semester hours will be considered one-half year's work.

No student will be granted a degree who has attended college less than the equivalent of three years and two summer schools.

In planning a college course two phases of work must be provided for. First, provision must be made for a widening of the intellectual horizon by excursions into the various fields of knowledge. Second, an opportunity must be provided for a student to do extensive study in the special field in which his personal interests lie. So far as the intellectual requirements for graduation go, the difference between the various colleges lies in their methods of meeting these two needs of the student. Some arrange the courses offered into three or more groups, and require the student to select a certain number from each group. Other colleges select from the different departments certain courses that they require all the students to take. The assumption has been made that introductory courses taken in any order would adequately serve the purpose of widening one's culture. The failure of the college graduate to have any general comprehension of the relationships of the various fields of knowledge or of the relationship of this knowledge to life's problems hardly justifies the assumption that an arbitrary selection of courses is efficient or even defensible. A much better assumption is that there is a logical order in which to proceed and that it is desirable to bring this knowledge into practical relationship with life problems.

COURSE OF STUDY

The outline given below shows the general program for the college course. The subjects printed in ordinary type above the black line are required of all students. The foreign language may be French or German, unless the choice is limited by the department in which the student is majoring. A choice is allowed between college algebra and mathematical analysis, except for students who intend to do further work in mathematics. They must take college algebra. The head of the department of Religion may allow some choice in the courses that may be taken to fulfill the requirement in Biblical literature.

In deciding what course to pursue in meeting the requirements of major and related subjects, students should consult their faculty advisers or the head of the department in which they are planning to major.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
6 Natural Science	6 Psychology and Social Science	6 Social Science	6 Philosophy and Religion
6 English	6 Literature and Art	6 Biblical Literature	6 <i>Elective</i>
6 Foreign Language	6 Foreign Language	6 Major or Related Subject	6 Major or Related Subject
6 Mathematics	6 Major or Related Subject	6 Major or Related Subject	6 Major or Related Subject
6 MAJOR	6 MAJOR	6 MAJOR	6 MAJOR
2 Physical Education	2 Physical Education	2 Physical Education	2 Physical Education

In selecting the required subjects outlined on page 24 we have tried to proceed in a historical and logical order. English, Foreign Language and Mathematics are considered tools with which one does intellectual work. They should, therefore, be mastered early in the college course. The natural sciences preceded psychology and the social sciences in the order of their development and they also, in a way, form the basis on which the other sciences are built. The natural and social sciences furnish the materials out of which a philosophy is built. A knowledge of the fine arts is highly valuable for the understanding of man and his social relationships and Biblical literature may well be considered a prerequisite to the study of Christian philosophy. By means of informal discussion groups we shall be able to point out the contributions that the natural and social sciences make to an understanding of our daily life and problems.

In the section of the curriculum marked "major and related subjects," the student has an opportunity to exercise his personal preferences and to follow some special line of study with the purpose of mastering it. He will first choose his major subject; then he will turn to the department in which his major is found and learn what related subjects are proposed. Chemistry is related to Biology; Physics is related to Mathematics. A student taking one should take the other. There will be a considerable range of choice allowed in the related subjects, but a student should bear in mind that the related subject chosen in the Sophomore year is to be continued through the Junior and Senior years and the related subject chosen in the Junior year is to be continued through the Senior year. Students expecting to teach should begin a study of Education as a related subject in the Sophomore year and should continue it through the next two years. Students who have any prospect of doing graduate work should continue the study of French and German through the Sophomore and Junior years as subjects related to the major. A reading

knowledge of these two languages is necessary for the satisfactory pursuit of graduate work.

A student must do a minimum of 24 semester hours' work in the subject he has chosen for his major.

No credit toward a major will be given for a course in which the student receives a grade less than C.

Candidates for the degree of bachelor of arts must elect their majors from the departments of Religion, English, Philosophy, French, German, History, Economics, or Music. Candidates for the bachelor of science degree must elect their majors from the departments of Biology, Chemistry, Home Economics, Mathematics, or Physics.

Proficiency in the use of the English language is required of all students. This will be determined by standard tests. All students are required to take six hours of English in the first year, but students who cannot prepare themselves to pass the standard test by a course of six hours will be required to take more.

Each student is required to learn at least one foreign language. Some will be able to do this in two years. Others may require a longer time. A standard test will be provided to determine whether or not a foreign language has been learned.

No student shall be admitted to a third year of work in any subject without the consent of the head of the department.

GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations, and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole of the preceding semester. The grades attained are indicated by letters, A, B, C, D, Inc., and F.

A represents exceptional attainment and should normally be awarded to the highest two to eight per cent of the stu-

dents; *B* represents superior attainment and should be awarded to the next twenty to twenty-five per cent of the students; *C* represents average attainment and should be awarded to the middle forty or fifty per cent; *D* represents passing attainment that is below average; *F* represents failure; *Inc.* represents incomplete, and shall be construed to mean that some part of the work has not been completed on account of conditions beyond the student's control. An *Inc.* not made up within a year automatically becomes an *F*.

These marks are to be based upon the amount of knowledge, or level of attainment, achieved by the student in the subject. This amount or level should as far as possible be measured by objective tests and should not take into account such factors as pupil's personality, interest, industry, attendance, deportment, or general matters of discipline.

The following quality-point system is used with the above system of marking:

For each semester hour in which the student has the mark *A* he will be given 3 quality points; *B*, 2 points; *C*, 1 point; *D*, no points; *F*, no points. In order to be a candidate for a degree a student must have at least as many quality points as he has credit hours. The credit hours on which a student has a failing grade are counted in making averages unless the course has been repeated and passed, or some course has been substituted for it.

No credit toward a major will be given for a course in which the student receives a grade less than *C*.

CHANGING CLASSIFICATION

No student shall be allowed to change his classification without the consent of the Registrar and the heads of the departments concerned. Only under very exceptional circumstances will such changes be allowed later than two weeks after registration. A student who drops a course later than one month after the beginning of the semester will have a failure recorded for the course.

EXTRA HOURS

No student shall be allowed to carry more than eighteen hours of college work without special permission of the faculty and never more than twenty-one hours.

Piano and voice lessons shall be counted in the maximum number of hours a student may carry.

No student is eligible to take extra hours unless he has passed all his work and made an average of B during the preceding semester.

THESIS

A dissertation on some scientific or literary subject is required of all Seniors. The subject must be related to a department in which the student has done at least eighteen hours work.

Third year students who have an average of 2.5 or more on all their work will be allowed to make six semester credits on a senior thesis provided the subject is chosen before September 10th. The subject must be a major subject and the outline for the work approved by the head of the department and a committee appointed from the faculty.

CANDIDATES FOR DEGREES

All students who expect to graduate in June or August of the following year are required to file an application for graduation with the Registrar on, or before, November 1st. The Dean, the Registrar, and the Head of the Department concerned will make recommendations to the faculty concerning anyone who may not have regular senior standing.

PHYSICAL EDUCATION

Eight hours of the requirements for graduation must be in *Physical Education*, two hours of which may be earned each year during the college course.

PROFESSIONAL COURSES

Courses are arranged to meet the needs of those students who are planning a professional career. **Pre-medical, pre-engineering, pre-law** courses and courses for **religious workers** are given special consideration. Courses for those planning to teach are arranged so that the students may meet the State requirements for the certification of teachers and at the same time meet the requirements for a degree from Guilford College. The department of economics and business provides special training for business management and clerical work.

OUTLINE OF COURSES

The courses of instruction are numbered in accordance with a uniform plan. Odd numbers indicate the first semester, even numbers the second semester of the academic year. Courses designated 1-2, 23-24, etc., run through the first and second semesters, beginning with the first semester. Students should consult the head of the department concerned with regard to their selection of courses.

BIOLOGY

The Department of Biology offers work leading to the degree of Bachelor of Science. The courses for a major in this department have been planned with a definite sequence. This is necessary for an accumulative knowledge of the subject and for mental growth. The plan is so made that the last year includes six hours of individual work devoted to some special problem and a written report of the results obtained.

A major includes not only 24 hours in biology, but a total of 54 hours, which includes some allied subject or subjects, according to the field in which the student wishes to place the emphasis.

If a student is planning to teach, the State Department of Education requires 24 hours of biology, one year each of chemistry, physics, and geography (geology may be substituted), 15 hours of general education, 3 hours of special methods, and 3 hours of practice teaching.

For a medical course or for graduate work as much chemistry as possible should be taken and at least one year in physics. This work also should be accumulative in content. This alone is not sufficient, as most graduate schools require a reading knowledge of French and German.

General biology, bacteriology, and physiology are required in home economics. Bacteriology and physiology are open to all students having completed *Biology 12*.

Biology 1—Invertebrate Zoology. One lecture and six hours of laboratory work each week. Credit: three hours first semester.

It is the purpose of this course to acquaint the student with the morphology, development, and the essential points in classification of the invertebrate forms.

Prerequisite: *Biology 12*.

Biology 2—Botany. One lecture and six hours laboratory work each week. Credit: three hours second semester.

This course consists of a study of the structure and life processes of plants with special reference to the life histories of the different forms studied.

Prerequisite: *Biology 12*.

Biology 3-4—Vertebrate Zoology and Comparative Anatomy. One lecture and six hours of laboratory each week throughout the year. Credit: three hours each semester.

In this course the structures of the different types of vertebrate animals will be studied and their origin and relationships discussed.

Prerequisite: *Biology 12*.

Biology 5—Heredity and Evolution. Three hours each week. Credit: three hours first semester.

Lectures and assigned readings on the subject of inheritance and the question of improving a race. This leads into the consideration of the evolutionary theory.

Prerequisite: *Biology 12*.

Biology 6—General Embryology. One lecture and six hours of laboratory each week. Credit: three hours second semester.

The development of the vertebrate animal from the egg to the adult form is followed, the chick being used as the chief example for observation.

Prerequisite: *Biology 12*.

Biology 7-8—Advanced Biology. Three lectures, or nine hours of laboratory each week. Credit: three hours each semester.

Courses in morphology or physiology of plants or in cytology, histology, or physiology will be offered according to the wishes of students who are prepared to take them.

Biology 9—Bacteriology. One lecture and six hours of laboratory each week. Credit: three hours first semester.

The lectures deal with the morphology and physiology of bacteria in general, including a brief discussion of the industrial and hygienic applications of bacteriology, and with infection, immunity, and the specific infectious diseases. Laboratory includes the preparation of culture media and a study of some of the more important non-pathogenic bacteria, observing and recording the biological changes in cultures under observation, the preparing and staining of bacteria, also the examination of water and milk.

Prerequisite: *Biology 12*.

Biology 10—Physiology of the Human Body. Two lectures and three hours of laboratory each week. Credit: three hours second semester.

A study of the physiological processes of the human body.

Biology 11—Biology Seminar. Credit: to be determined by amount and quality of work done. First semester.

Open only to advanced students in biology.

Biology 12—An Introduction to Biology. Two lectures and four hours of laboratory work each week. Credit: three hours second semester.

This course is required of all freshmen. It undertakes a general survey of the field of biology. Demonstrations and some training in technique are given.

Biology 14—Technique in Histology and Pathogenic Bacteriology. Credit: three hours the second semester.

A course in technique in which the student is trained in working with such materials and methods as are encountered in health and hospital laboratories.

Prerequisite: *Biology 9*, or its equivalent.

Education 21—Materials and Methods of Teaching High School Biology. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach biology in high schools. It will take up a discussion of the aims, functions and objectives of science in secondary schools and the part that can be played by biology in attaining these objectives. Related material will be reviewed, and methods of instruction emphasized. Lesson planning will be a feature of the course.

Equipment. The Department of Biology and the Museum of Natural History occupy a well lighted room on the first floor of Memorial Hall. A lecture room in the same building is shared with the Department of Chemistry. This lecture room is provided with a projection lantern and demonstration equipment. The laboratory, 30 by 60 feet, is well equipped for all of the courses offered. The working tables accommodate twenty students at one time; each student is furnished with locker facilities, abundant working room, and proper light for microscopic work and dissection.

The equipment consists of simple and compound microscopes, materials, and apparatus for both elementary and advanced work in histology, anatomy, cytology, and embryology; collecting apparatus and small aquaria and a large teaching collection of biological specimens, minerals, formations, and fossils; an excellent collection of mounted bird skins and smaller collections of mammals, reptiles, amphibians, and invertebrates, besides a number of anatomical preparations and a large series of prepared microscopic slides of plant and animal tissues.

CHEMISTRY

The Department of Chemistry offers a sequence of courses leading to the degree of Bachelor of Science and fitting students to enter the industrial field or pursue graduate work. The courses are also arranged to satisfy the needs of teachers of Science, of Home Economics and of pre-medical students.

A major in Chemistry shall consist of *Chemistry 1-2, 3-4, 6 and 7-8* or their equivalents. The most important related subject is mathematics, which should be continued for two years beyond the freshman year. Students who thus prepare themselves should elect physics in the junior year and continue it through the senior year. Students who are unwilling to take the mathematics should take up biology in the sophomore year and continue it for two or three years. For chemical engineering, especially if one should rise to a man-

ager's position, training in economics would be especially valuable. Students who are planning to teach should elect 18 hours from the courses listed under Education, and also take a course in special methods in chemistry. In addition to this, those who expect to teach in a small high school should include biology, physics, and geology, instead of taking advance work in mathematics. Those who are looking forward to graduate work should arrange their courses so as to secure a reading knowledge of French and German.

Chemistry 1-2—General Chemistry. Two lectures and six hours of laboratory each week. Credit: four hours each semester.

This course consists of a thorough study of the more important elements and their compounds and the laws which govern them. It is designed to be of general educational value and to give at the same time an accurate knowledge of elementary Chemistry and the methods of scientific study. No credit will be given for a half year's work in this course.

Chemistry 3—Qualitative Analysis. Two lectures and six hours of laboratory each week. Credit: four hours first semester.

This course consists of a thorough study of the methods for the separation and detection of bases and acids. Analyses are made of salts, alloys and minerals.

Prerequisite: *Chemistry 1-2.*

Offered 1933-1934, and alternate years.

Chemistry 6—Quantitative Analysis. One lecture and six hours of laboratory each week. Credit: three hours second semester.

A brief study of the methods used in Gravimetric, Volumetric and Electro-Analysis and the analysis of substances by the above methods. The course is planned for pre-medical students, but all students majoring in Chemistry are required to take it.

Prerequisite: *Chemistry 1-2 and 3.*

Offered 1933-1934, and alternate years.

Chemistry 7-8—Organic Chemistry. Two lectures or recitations and six hours of laboratory each week. Credit: four hours each semester.

This course consists of a study of the principal compounds of carbon and their derivatives. This course is required of all students majoring in Chemistry and will be essential to students of medicine.

Offered 1932-1933, and alternate years.

Chemistry 9—Theoretical Chemistry. Lectures and three hours of laboratory each week. Credit: three hours first semester.

A course in elementary physical Chemistry, with emphasis on atomic structure, kinetic theory, properties of solids, liquids, and gases, properties of solutions, and applications of physical chemistry to qualitative and quantitative analysis.

Chemistry 11—Advanced Qualitative Analysis. Lectures and laboratory; first semester. Credit: to be determined.

A further study of the methods used in separating bases and acids, with special emphasis on the principles involved. Minerals, alloys, commercial products, etc., are analysed.

Chemistry 12—Advanced Quantitative Analysis. Laboratory and lectures; second semester. Credit to be determined.

This is a continuation of Chemistry 6 and consists of the analysis of minerals, gas, iron, steel, and alloys.

Chemistry 14—Chemistry of Food and Nutrition. Lectures, laboratory work, and outside reading three hours each week. Credit: three hours second semester.

This course comprises a study of the organic and inorganic food-stuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials, are taken up.

Prerequisite: *Chemistry 1-2, and 7.*

Offered 1932-1933, and alternate years.

Chemistry 15—Chemistry Seminar. Lectures, laboratory and outside reading; first semester. Credit: to be determined.

Arranged primarily for students majoring in Chemistry. The work consists of solving some simple research problem.

Education 23—Materials and Methods of Teaching High School Chemistry. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach chemistry in high schools. It will take up a discussion of the aims, functions and objectives of science in secondary schools and the part that can be played by chemistry in attaining these objectives. Related materials will be reviewed, and methods of instruction emphasized. Lesson planning will be a feature of the course.

Education 29—Materials and Methods of Teaching General Science in High School. Three hours each week. Credit: three hours first semester.

This course will consider the educational preparation of the teacher of general science; the historical development of teaching general science; the aims and values of general science; and the effect of the aims and values upon the selection of the subject-matter and upon the methods of organizing and presenting it. Special lesson planning is provided for the students, to be followed by criticisms and discussions. This course is prerequisite to Education 50.

ECONOMICS AND BUSINESS

The department of Economics and Business has a three-fold purpose: In the first place, it aims to help the student understand our present economic order. Second, it aims to call attention to our most important economic problems, and, where possible, to suggest methods of solution. Third, it aims to give the student the rudiments of a practical business training.

A major in the Department of Economics and Business shall consist of at least twenty-four semester hours of Economics and Business subjects. Economics 1 and Economics 2 are intended primarily for Freshmen. Economics 3-4 is a basic course required of all students who choose Economics as a major subject. The succeeding courses give opportunity for the development of technique and the application of principles.

Not later than the end of the Freshman year, the student should choose a related subject to be carried along with his major. The choice should depend chiefly on the vocation which he intends to pursue. For specific advice he should consult the head of the department.

Economics 1—Industrial and Commercial Geography. Three hours each week. Credit: three hours first semester.

The purpose of this course is to study the relation between geographic conditions on the one hand and our commercial and industrial life on the other. It includes a descriptive treatment of the geographic distribution of our economic resources and the currents of world commerce.

Economics 2—Business Law. Three hours each week. Credit: three hours second semester.

This is a study of the elementary principles of law which one is likely to need in practical business. Principles are illustrated by actual cases.

Economics 3-4—General Economics. Three hours each week. Credit: three hours each semester.

The purpose of this course is to give the student a clear understanding of the fundamental principles governing the production, exchange, distribution, and consumption of wealth. The method will be primarily class discussion based upon a textbook and collateral reading. Open to second, third, and fourth year students.

The entire course must be completed before credit can be given for either semester.

Offered 1932-1933, and alternate years.

Economics 5—Money and Currency. Three hours each week. Credit: three hours first semester.

This is a careful study of our present monetary system. The points of a good monetary system are emphasized and monetary fallacies explained. Historical developments are traced briefly. Foreign systems are compared with our own.

Prerequisite: *Economics 7-8.*

Offered 1932-1933, and alternate years.

Economics 6—Credit and Banking. Three hours each week. Credit: three hours second semester.

This is a descriptive and analytical study of the development of banking and credit. The marks of a good banking system are pointed out and the various aspects of banking and credit policy are analyzed. European banking systems are compared with our own.

Prerequisite: *Economics 7-8.*

Offered 1932-1933, and alternate years.

Economics 7-8—Principles of Accounting. Textbooks and laboratory work. One recitation and two laboratory periods each week. Credit: three hours each semester.

This is a study of the principles and practice of keeping business accounts. It includes practice in keeping business records, analysis of books of account and financial statements, and a study of accounting principles.

Not open to first year students.

Economics 9—Principles of Marketing. Textbooks, problems, and laboratory work. Three hours each week. Credit: three hours second semester.

This course deals with marketing functions, agencies, and problems. It includes a study of marketing methods and policies, standardization, price quotations, and produce exchanges.

Prerequisite: *Economics 1-2.*

Economics 11—Labor Problems. Textbook, required readings, and reports. Three hours each week. Credit: three hours first semester.

This course is a brief survey of our most important labor problems. It deals with labor organization, industrial relations, and labor legislation.

Open to Sophomores, Juniors, and Seniors.

Offered 1932-1933, and alternate years.

Economics 12—Business Finance. Textbook, original sources, and lectures. Three hours each week. Credit: three hours first semester.

This course deals with the financial policy and financial management of corporations. The study includes capitalization, sale of stocks and bonds, and the determination of profits and dividends.

Prerequisite: *General Economics.*

Economics 13—Business Organization and Management. Textbook, lectures, and reports. Three hours each week. Credit: three hours second semester.

This is a study of the best methods of organizing and administering business enterprises. It deals with types of organization, layout, standardization, and controlling operations.

Prerequisite: *General Economics.*

COMMERCIAL COURSES

This group of courses is designed to meet the needs of two classes of students: (1) Students who plan to go into office work before completing a college course, and (2) Students who desire to obtain a more strictly practical training along with their college work. Students who plan to take the four-year course should postpone typewriting and shorthand until the Junior or Senior year. For the cost of these courses see Expenses and Fees on page 91.

Business A—Typewriting. The purpose of this course is to teach the student the touch system of typewriting. In addition to learning the keyboard and the elements of letter writing, the student is expected to develop as much speed and accuracy as possible. Offered either semester. No college credit.

Business B—Shorthand. This course is designed to give the student a practical knowledge of shorthand system and technique. Speed and accuracy in taking dictation and transcribing are the concrete objectives. This class meets for three recitations each week for two semesters. No college credit.

Business C—Elementary Bookkeeping. This course is designed for students who wish to acquire the necessary knowledge and technique for keeping ordinary business accounts and records. The work consists chiefly of laboratory work in keeping accounts. Three meetings each week. Spring semester. No college credit.

EDUCATION

It is the purpose of the Department of Education to develop in the student an understanding and appreciation of the school as an institution; to develop a philosophy of education that is applicable to a democracy; to impart a knowl-

edge of educational principles and methods of teaching based on sound psychological and sociological principles; and to equip him for service as a teacher in the schools of North Carolina.

Arrangements are being made so that it will be possible to give each student who can qualify an opportunity to do the practice teaching sufficient to meet the requirements of the North Carolina State Department of Education for teachers certificates.

Students desiring to teach should consult the head of the department for further information as to the requirements for certification.

Education 1—Classroom Management. Three hours each week. Credit: three hours first semester.

This course will take up a study of the social principles underlying education in a democracy, and show how these principles can be promoted by the proper planning for the organization of the class, and by developing a method of control based on the nature of the child and the purposes of the institution. It is hoped that this will contain many practical suggestions for the teacher.

This course is for Sophomores, but Freshmen may register by special permission.

Education 3—History of Education. Three hours each week. Credit: three hours first semester.

This course deals with the evolution of educational principles and practices. While a general survey of early European educational development is undertaken, the chief emphasis is placed on the last two centuries. A comprehensive review of the educational movements of this period is undertaken in order that the student may be made conscious of the reform conceptions of early modern times.

Offered 1932-1933, and alternate years.

Education 5—Educational Sociology. Three hours each week. Credit: three hours first semester.

This course deals with the principles of Sociology as related to Education. Social forces, processes, and values as effecting education will be discussed and emphasis will be placed on the importance of the school as a social institution.

Offered 1932-1933, and alternate years.

Education 7—Tests and Measurements. Three hours each week. Credit: three hours first semester.

This course is a study of mental tests and educational measurements such as the nature of measurements, the derivation of educational scales and the development of standardized tests, tests and measurements of ability and achievement in both elementary and high school subjects.

Education 10—Elementary School Methods. Three hours each week. Credit: three hours second semester.

This course deals specifically with methods of teaching the various elementary school subjects. Emphasis is placed on the selection, organization and presentation of the subject matter of the grades. The problem-project method, various lesson types, lesson plans, etc., are given consideration.

Education 11—Principles of Secondary Education. Three hours each week. Credit: three hours first semester.

This course covers a brief survey of the educational theories of the past in order to throw light on our present day principles and tendencies. It treats of the origin and development of our public school system and points out what society has demanded of the public school, and how these demands are found imbedded in our present educational practice as well as how and to what extent the school reflects the life of the people for whom it exists. It concludes with a careful consideration of some of the applications of modern educational theory and practice.

Education 21—Materials and Methods of Teaching High School Biology. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Biology.)

Education 23—Materials and Methods of Teaching High School Chemistry. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Chemistry.)

Education 25—Materials and Methods of Teaching High School English. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of English.)

Education 27—Materials and Methods of Teaching High School History. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of History.)

Education 29—Materials and Methods of Teaching General Science in High School. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Chemistry.)

Education 31—Materials and Methods of Teaching High School Mathematics. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Mathematics.)

Education 33—Materials and Methods of Teaching Modern Languages in High School. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Romance Languages.)

Education 35—Materials and Methods of Teaching High School Physics. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Physics.)

Education 37—Materials and Methods of Teaching High School Latin. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Ancient Languages.)

Education 39-40—Special Methods in Home Economics. Three hours each week. Credit: three hours each semester.

(See course outlined in Department of Home Economics.)

Education 41—Theory and Practice of Physical Education. Three hours each week. Credit: three hours first semester.

(See course outlined in Department of Physical Education for Women.)

Education 47—Supervision of Public School Music. Three hours each week. Credit: three hours first semester.

(See course outlined under Music Education.)

Education 50—Observation and Directed Teaching. Three hours each week. Credit: three hours second semester.

Prerequisite: Course in *Material and Methods*.

This course is intended for those students who have met certain qualifications. The work will consist of class observation, followed by criticisms and discussions. Later the students who show satisfactory progress will be given an opportunity to teach a minimum of thirty (30) hours under the direction of the subject-teacher and the head of the Department of Education.

In connection with practice teaching there will be some expense which the student is expected to pay.

Psychology 1—General Psychology. Three lectures and two hours of laboratory each week. Credit: three hours first semester.

(See course outlined under Psychology—Department of Philosophy.)

Psychology 2—Child Psychology. Three hours each week. Credit: three hours second semester.

(See course outlined under Psychology 2—Department of Philosophy.)

Psychology 6—Educational Psychology. Three hours each week. Credit: three hours second semester.

(See course outlined under Psychology 6—Department of Philosophy.)

ENGLISH

A student majoring in English is expected to acquire an adequate knowledge of English and American literature in combination with an ability to use the English language in a creditable fashion, with some feeling for style. A background of history, classical languages and literature, and of the literature of other nations will be expected. In addition to twenty-four hours of work in the Department of English, a choice from the following courses in related subjects is expected: *a.* Education (for students who expect to teach), *b.* A classical language, *c.* Philosophy, *d.* Biblical Literature, *e.* History, *f.* Courses in writing. Whichever course is begun in the sophomore year should be carried on through the junior and senior years. A second related subject, taken up the junior year, should be carried on through the senior year. Courses in the Department of English must be taken as nearly in the order indicated by the numbers of the courses as possible. *English 1-2* and *English 3-4* must be taken in the first and second years respectively. Students who have not had Latin 7-8 or 9-10 and Latin 11-12, must take courses 13-14.

ENGLISH AS A TOOL

At the end of the course in first year English students will be expected to have attained the ability to use the English language as an effective tool in both written and spoken form. Not stylistic or artistic ability, but correctness in manuscript, spelling, punctuation, paragraphing, and in the preparation of a report with properly referred authorities and a bibliography, will be required.

English 1-2—English Composition. Three hours each week. Credit: three hours each semester.

A study of the principles of correct usage and structure of words and sentences is made. Accuracy in the mechanics of writing is insisted upon. Themes, conferences, oral work, collateral reading, and reports are required.

English 3-4—Survey of English Literature. Three hours each week. Credit: three hours each semester.

In the first semester, a study is made of the prose and poetry from Chaucer through the eighteenth century, and a study of the literary history of the times concerned. The chief poets and prose writers of the Romantic and Victorian periods are studied in the second semester.

Prerequisite: *English 1-2.*

English 5-6—Romantic Movement, and Tennyson and Browning. Three hours each week. Credit: three hours each semester.

The poetry of Wordsworth, Byron, Shelley, and Keats, and aspects of the Romantic movement. In the second semester Tennyson and Browning are studied.

Offered 1932-1933, and alternate years.

English 8—American Literature. Three hours each week. Credit: three hours second semester.

A survey course in prose and poetry from the Colonial period to the present. Class readings and collateral readings. Lectures, discussions, and reports.

English 9-10—Shakespeare. Three hours each week. Credit: three hours each semester.

At the beginning of the course some attention will be devoted to a study of the growth and development of English drama and the principles governing drama. Six or seven of Shakespeare's important plays will be studied in detail in class; others will be read outside class but discussed in class. Lectures will be given on both groups.

English 11—Argumentation and Debating. Three hours each week. Credit: three hours first semester.

At the beginning of the course students will be given some training in informal public speaking, in outlining and giving short talks. Then will follow a study and practice of the principles of argumentation and debating. Lectures, discussions, outlining, brief-making, class speeches and debates.

Prerequisite: *English 1-2.*

English 12—Advanced Composition. Three hours each week. Credit: three hours second semester.

Articles and short stories of the contributors to our best present-day magazines will be analyzed. Students will be required to write essays and stories with these magazine productions as models. Lectures, discussions, and readings.

English 13—Anglo-Saxon. Three hours each week. Credit: three hours first semester.

Introductory course in Anglo-Saxon. A study of grammar and syntax, translations.

English 14—Beowulf. Three hours each week. Credit: three hours second semester.

A thorough study, in the original, of the English epic. In both courses, English 13 and 14, the languages of the older periods will be compared with modern English.

English 18—Contemporary Literature. Three hours each week. Credit: three hours second semester.

Lectures, reports, and reading in poetry, essay, novel, and drama of today.

Offered 1933-1934, and alternate years.

English 19—General Literature. Required of all sophomores. Two hours of lectures, one of discussion each week. Credit: three hours first semester.

A study of the masterpieces of English and foreign literature. Outside reading and reports.

English 22—The English Novel. Approximately forty great novels will be read and discussed. Three hours each week. Credit: three hours second semester.

Offered 1932-1933, and alternate years.

Education 25—Materials and Methods of Teaching High School English. Three hours each week. Credit: three hours first semester.

This course is designed to give preparation for the teaching of English in high schools. It includes consideration of aims, courses of study and methods found most effective in the teaching of grammar, composition, and types of literature.

EXPRESSION

Expression 1—Oral Interpretation. One private lesson and two class lessons each week. Credit: three hours first semester.

This course is planned with a view to the individual development of the student; to help him gain an appreciation of literature and to

train him to a vocal interpretation of it. The fundamentals of speech, enunciation and pronunciation, with exercises to overcome the defects of the voice will be stressed.

Fee: \$20.00 each semester.

Expression 2—Play Production. One private lesson and two class lessons each week. Credit: three hours second semester.

This course is especially recommended to prospective teachers and to those who will be called upon to take part in and to coach amateur theatricals. Public performances of one act plays will be arranged; these will be staged, acted, and directed by students. Special attention will be given to training in simple stage mechanics.

Fee: \$20.00 each semester.

GEOLOGY

Geology 1-2—General Geology. Class room, laboratory and field work. Three hours each week. Credit: three hours each semester.

This course will include:

1. Brief study of Astronomic and Physiographic Geology.
2. Investigation of the more common minerals and rocks.
3. An understanding of the formation, transportation, deposition, and the resolidification of sediment through the action of the atmosphere, wind, water, rivers, glaciers and oceans. Study of topographic maps.
4. A brief study of Structural and Historical Geology.

Geology 4—Economic, Structural and Historic Geology of the United States and North Carolina. Three hours each week. Credit: three hours second semester.

This work is designed to follow the work in commercial geography offered in the department of Economics and Business, and will deal with the structural, historic and economic phases of geology and mineralogy. It will supplement in a very material way the preparation of all students wishing to teach general science in our high schools. The economic phase will include the common ores generally used in the mining of iron, copper, lead, zinc, tin, nickel, gold, silver, and other commercial ores. Also we will make a study of methods used in changing the ores into minerals of commercial value. This course will make a study of the building stone material of North Carolina and will visit many interesting places in and near Greensboro in order to understand better the work done at brick, tile, sewer pipe plants; at the iron fabricating plant; at the foundry and iron moulding plants; at the sawmill and veneering plants; the highway and road construction work. An understanding and an appreciation of the value of our economic resources is one of the chief aims of the course.

GERMAN

The work outlined in the courses in German is designed to give students a thorough training in the grammar and literature of the language, and to prepare them for teaching or for graduate work.

Students who intend to major in German should plan their work with the head of the department. Students majoring in this department must secure six hours of credit in French as early in the college course as possible, and it is recommended that they continue the study of this language for two or three years. Those who present Latin for entrance may pursue it as a related subject in college, or may take up Greek as a related subject. European History is required, and students should take as much English literature and translation of the world's masterpieces as may be available in other departments.

German 1-2—Elementary German. Three hours each week. Credit: three hours each semester.

Pronunciation, grammar, and the reading of simple German prose and poetry; oral and written exercises and sight translation.

Text: Evans and Röseler, *College German*; and some simple prose text.

This course is prerequisite to all other courses in German.

German 3-4—Advanced German Grammar and Composition. Three hours each week. Credit: three hours each semester.

Translation and outside reading with written reports in German. If there is a demand, the course is divided in the second semester into two sections, one to make a survey of German Literature, the other to study scientific German.

Text: Gerstaecker's *Germelshausen*; Schiller, *Der Neffe als Onkel*; Stroebe and Whitney, *Geschichte der Deutschen Literatur*; Hodges, *A Course in Scientific German*; Gore, *German Science Reader*; or other intermediate texts.

Prerequisite: *German 1-2*.

German 5—Lessing and Schiller. Three hours each week. Credit: three hours first semester.

This course gives a study of the lives and influence of Lessing and Schiller, including extensive reading of their important works. Written reports are required.

German 6—Modern German Drama. Three hours each week. Credit: three hours second semester.

This course gives a study of such authors as Hauptmann, Fulda, and Sudermann.

German 7-8—Goethe. Three hours each week. Credit: three hours each semester.

This gives a study of the life and influence of Goethe, including reading of his important works. Written reports are required.

Prerequisite: *German 3-4.*

German 9-10—History of German Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *German 5-6 or 7-8.*

German 11—Faust. Three hours each week. Credit: three hours first semester.

An intensive study of Goethe's Tragedy and its composition.

HISTORY AND POLITICAL SCIENCE

A major in the Department of History and Political Science consists of a minimum of twenty-four hours chosen from the courses listed below, always including *History 5-6*. These courses are planned so that they must be pursued in their proper sequence. Students should consult the head of the department in order to plan properly the major work and the related subjects.

The literature of a nation helps the student to understand its history. Courses in English literature are, therefore, valuable as related subjects for the major in history. Courses in Biblical literature and religious education are of value in interpreting the history of western nations. They may, therefore, be selected as related work. Students are also urged to

secure a reading knowledge of both French and German, not only for their value as undergraduate studies, but also because they are required for graduate work.

Students preparing to teach in the schools of North Carolina may take certain of the courses listed under Education in order to meet the requirements of the State in the certification of teachers. There will be other students majoring in History who are planning to enter other careers, such as business or law. These will be given an opportunity to pursue courses in economics, sociology, or philosophy.

History 1-2—Ancient and Medieval History. Three hours each week. Credit: three hours each semester.

During the first semester a study is made of the ancient civilizations of the East, Egypt, Greece and Rome. The work of the second semester is a survey of the history of Europe from the time of the barbarian invasions to 1500. Particular attention will be given to the religious, political and cultural developments.

Offered 1932-1933, and alternate years.

History 3-4—Modern and Contemporary European History. Three hours each week. Credit: three hours each semester.

A survey of the history of Europe from 1500 to the present time. Emphasis is placed on the commercial and colonial expansion of the people of Europe, the industrial development, events leading to the World War and attempts to bring about international organization.

Offered 1933-1934, and alternate years.

History 5-6—American History. Three hours each week. Credit: three hours each semester.

This course begins with the Colonial Period and traces the economic and political developments to the present time. Special attention is given to constitutional development and to the various economic and political problems arising from the growth of the United States into world power.

Open to juniors and seniors.

History 7—The American Foreign Policy. Three hours each week. Credit: three hours first semester.

In this course emphasis is placed on the way the foreign policy is formulated and carried out, the struggle for neutral rights, the Monroe Doctrine, territorial expansion, problems of the Pacific, recent connection with European politics and Latin American relations.

Open to juniors and seniors.

Offered 1933, and alternate years.

History 8—Governments of Europe. Three hours each week.
Credit: three hours second semester.

This course offers a comparative study of the constitutions, structures of governments, and political problems of England, Germany, France, Switzerland, Italy and the new states of Central Europe.

Prerequisite: *History 3-4.*

Offered 1933, and alternate years.

History 9-10—American Government. Three hours each week.
Credit: three hours each semester.

In the first semester attention is given to the constitutional background, the establishment, structure, and functions of the various departments of the National Government. In the second semester State, Municipal, County and Township governments are studied.

Prerequisite: *History 5-6.*

Offered 1933-1934, and alternate years.

History 11—Political Science. Three hours each week.
Credit: three hours first semester.

This course is designed to acquaint the student with the nature, origin and evolution of the state, the more important political theories and the nature and functions of government.

Offered 1932-1933, and alternate years.

History 12—English Constitutional History. Three hours each week. Credit: three hours second semester.

A study of the origin and development of the English political institutions. The course is designed to be of interest to those who are interested in Government and Law. Open to juniors and seniors.

Offered 1933, and alternate years.

History 14—International Organization. Three hours each week. Credit: three hours second semester.

This course is designed to give the student a knowledge of the evolution of international organization as it exists today. The main subjects for study are: the influence of international law, diplomacy, international conferences, private international organizations, international administration, organization for peaceful settlement of disputes, and the League of Nations.

Offered 1934, and alternate years.

Education 27—Materials and Methods of Teaching High School History. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach history in high schools. It will include a discussion of the aims, functions and objectives of history in secondary schools. Related materials will be reviewed and methods of instruction emphasized. Lesson planning will be a feature of the course.

Offered 1933, and alternate years.

HOME ECONOMICS

The courses in Home Economics are designed to give the student a practical scientific training in the most efficient and modern methods of meeting problems which confront women in the home, or to equip them for teaching in our public schools. Courses in related sciences are required as a background for the more technical courses in the department. It is the purpose to prepare students who major in Home Economics for teaching, community work, or executive work as matron or dietitian in public or private institutions.

A major in Home Economics shall consist of twenty-four credit hours selected from courses outlined below. A student pursuing this major must also take *Chemistry 7, Chemistry 14, Biology 9, Biology 10, and Household Physics.*

Students planning to teach Home Economics must take all the courses outlined in this department and in addition must take the following: *Chemistry 7, Chemistry 14, Biology 9, Biology 10, Household Physics and Education 11, 39, 40, and 50.*

Thirty hours credit in Home Economics is the maximum amount that will be allowed on the degree of Bachelor of Science.

Home Economics 1—Principles of Fine and Industrial Arts. One lecture and six hours of laboratory work each week. Credit: three hours first semester.

This course deals with the principles of drawing in water colors, charcoal, crayon, ink, and pencil. Cut paper work, poster making, and clay modeling are also studied. For those who are preparing to teach, the methods used in the secondary schools are presented.

Home Economics 2—Clothing. One lecture and six hours of laboratory work each week. Credit: three hours second semester.

Instruction is given in darning, patching, and the making of garments from cotton and linen materials.

Home Economics 3—Clothing. One lecture, six hours of laboratory work each week. Credit: three hours first semester.

This is a continuation of the work taken up in Home Economics 2. More difficult patterns are used and silk and woolen materials are included. The making over of garments and the relationship of shopping to income are also studied.

Prerequisite: *Home Economics 2.*

Home Economics 4—Food and Cookery. One lecture, six hours of laboratory work each week. Credit: three hours second semester.

This course includes the study of the source, manufacture and preparation of foods. Balanced menus are planned and served.

Home Economics 5—Food and Cookery. One lecture and six hours of laboratory work. Credit: three hours first semester.

This course is a continuation of the work in Home Economics 4. The problem of preparing nutritious food at a moderate cost based on the average American family of five is studied. Attention is given to the service suited to the daily needs of the family as well as service for more formal occasions.

Prerequisite: *Home Economics 4, Chemistry 1-2, Biology 12, Physiology.*

Home Economics 6—Clothing. One lecture, six hours of laboratory each week. Credit: three hours second semester.

The work in this course is a continuation of that taken up in Economics 3. The history of costumes, the problem of the clothing budget, the relation of the consumer to the factory organization and methods are studied. Millinery, tailored garments, and evening gowns are included in the work of this course.

Prerequisite: *Home Economics 2, and 3.*

Home Economics 7—Nutrition. Three hours each week. Credit: three hours first semester.

The care of the digestive mechanism in its relation to general health, the proper foods for people of different ages, and special dietaries are studied.

Prerequisite: *Biology 1-2, Biology 9, Home Economics 4, Home Economics 5, Chemistry 1-2.*

Home Economics 8—Dietetics. Two lectures and three hours of laboratory each week. Credit: three hours second semester.

The digestion and assimilation of food and the general metabolism of the body are studied in this course. The properties of various foods and the proper food for various kinds of diseases are investigated. Rats or guinea pigs are used for experimental work in the relationship of foods to growth and general health.

Home Economics 10—Household Management. Credit: two hours second semester.

In this course the students undertake to make a practical application of the principles learned in the department of home economics. They manage an experimental home in which they plan the menus on the basis of a definite monthly income. They learn to put home management on a business basis and to study costs in relation to qualities of foods and other materials. They are also trained for the management of houses and for the supervision of school cafeterias, etc.

Home Economics 12—Home Nursing, Child Care and Training. Two hours each week. Credit: two hours second semester.

Care of the sick in the home is studied; also the care, health and behavior of the child.

Home Economics 13—Interior Decoration and House Planning. One hour lecture and six hours laboratory each week. Credit: three hours first semester.

This course consists of a study of the house, its history showing its evolution, the arrangement and modern conveniences, the furnishing and interior decoration of a house used for a home or for other purposes.

Education 39-40—Methods and Practice Teaching. Credit: three hours each semester.

The methods and textbooks used in high schools are studied and opportunities for practice teaching are provided in the Guilford High School under the supervision of the professor of home economics at the college.

MATHEMATICS

The courses in Mathematics are designed to meet the needs of students desiring later to do graduate work or to teach Mathematics in the public schools. The college requirement of six hours of Mathematics for all candidates for a degree may be satisfied by passing *Mathematics 1-2* or *3-4*.

Students majoring in Mathematics must take *Mathematics 1-2*, 5 and 6 in the first year; *Mathematics 7* and 8 in the second year; *Mathematics 9* and 10 in the third year; and *Mathematics 11-12* in the fourth year.

For a related subject students are required to take one year of Physics and should continue it for two or more years. A reading knowledge of French and German is strongly urged. Chemistry or Biology or Geology or Economics may also be chosen as related subjects.

Students who wish to teach must take three years' work in Education.

Mathematics 1-2—College Algebra. Either *Mathematics 1-2* or *Mathematics 3-4* is required of all freshmen and students working for a degree. Three hours each week. Credit: three hours each semester.

This course begins with a review of the ground work of elementary algebra, and includes quadratic equations, indeterminate equations, progressions, the binomial theorem, and logarithms.

Text: Wells, *College Algebra*.

Mathematics 3-4—Mathematical Analysis. Either *Mathematics 1-2*, or *Mathematics 3-4* is required of all freshmen and students working for a degree. Three hours each week. Credit: three hours each semester.

A careful study is made of some of the elementary functions and their representation. Algebraic principles and their relations to geometry are considered. Special attention is given to the linear, quadratic, cubic, trigonometric, logarithmic, and exponential functions. Also numerous applications to geometry are included in the course.

Text: Griffin, *Mathematical Analysis*.

Mathematics 5—Trigonometry. Three hours each week.
Credit: three hours second semester.

Derivation of formulae with their applications; trigonometric equations; solution of right and oblique triangles; problems involving practical applications. Required of all students majoring in Mathematics.

Text: Granville, *Trigonometry*.

Mathematics 6—Solid Geometry. Three hours each week.
Credit: three hours first semester.

Text: Wentworth and Smith, *Solid Geometry*.

Mathematics 7—Analytic Geometry. Three hours each week.
Credit: three hours first semester.

Theory of Cartesian and Polar coordinates; the straight line; the conic sections; the general equation of the second degree.

Text: Smith and Gale, *New Analytic Geometry*.

Mathematics 8—Differential Calculus. Three hours each week.
Credit: three hours second semester.

Text: Granville, *Differential Calculus*.

Mathematics 9—Solid Analytical Geometry. Three hours each week.
Credit: three hours first semester.

Text: Smith and Gale, *New Analytic Geometry*.

Mathematics 10—Integral Calculus. Three hours each week.
Credit: three hours second semester.

Text: Granville, *Integral Calculus*.

Mathematics 11-12—Differential Equations. Three hours each week.
Credit: three hours each semester.

A study of ordinary and partial differential equations, with their application of geometrical, physical and mechanical problems.

Text: Murray, *Differential Equations*.

Education 31—Teaching of Mathematics. Three hours each week.
Credit: three hours first semester.

This course is designed to assist those desiring to teach Mathematics in the public schools.

Text: Young, J. W. A., *The Teaching of Mathematics in Secondary Schools*.

Mathematics 14—Advanced Calculus. Three hours each week. Credit: three hours second semester.

Total and partial derivatives; theory of infinitessimals; development of series; definite integrals; approximations.

Text: Osgood, *Calculus*.

MUSIC EDUCATION

Music is an inherent attribute of the nation's life and thought. The musician is in demand in the schools, the churches, the concert halls, and the homes all over the land.

Degree: It is the aim of the Department of Music to combine the technique and theory of music, enriched by an appreciation of its aesthetic value, with a thorough background of cultural subjects. It is with this aim in view that the college offers a degree of Bachelor of Arts with a major in music.

Students desiring such a major must elect at least sixteen hours in applied music, either piano or voice, and eight hours or more in theoretical music and must give a successful recital before graduation.

Diploma: A special diploma in applied music is awarded to those who have completed satisfactorily the curriculum outlined in voice, piano, or violin. The applicant for the diploma must have shown sufficient proficiency in the special work chosen to secure the recommendation of the instructor. The exact time required can not be stated in school years.

Entrance Examinations: Students with any degree of proficiency in music may enter the applied music courses, but only those who develop sufficiently and show ability are considered for a diploma or graduation with a major in public school music, piano, voice, or violin. In most cases an examination must be taken. Those seeking advanced standing in applied music are requested to bring statements from former teachers.

Credit: A student must have a knowledge of the rudiments of music before any credit for applied music will be given. This includes music notation, the construction of the pianoforte keyboard, and the main principles of music.

In addition to the work outlined in this department, a student must take 12 to 18 hours of *related subjects*. These may be chosen from the departments of English or foreign language, philosophy or religion, or by special permission, from some other department.

Music Organizations, including Choral Society, A Capella Choir, Glee Clubs and Music Clubs, are described under *Student Organizations*, on page 76.

GENERAL COURSES

Music 34—Appreciation of Music. Three hours each week. Credit: three hours second semester.

Study of musical literature, vocal and instrumental, by means of a phonograph, voice and instruments. This course amply provides the student with a training that will enable him to understand and to appreciate the various forms of music and musical instruments.

Music 43-44 — History of Music. Three hours each week. Credit: three hours each semester.

I. A survey of music among primitive peoples, early church music, troubadours, minnesingers, and the invention of opera. Musicians from Bach to Weber.

II. The development of romanticism and program music. Musicians from Mendelssohn to Strauss.

III. Modern music in Italy, France, Russia, Scandinavia, England and America.

Education 47—Supervision of Public School Music. Three hours each week. Credit: three hours first semester.

This course is primarily a prerequisite for the practice teaching course which comes the second semester. It includes the methods and materials used throughout the school system, score cards for evaluating progress, formulations of criticisms, visitations and the organization of teachers meetings.

Music 48—High School Music Problems. Two hours each week. Credit: two hours second semester.

This course is a continuation of Education 47, and includes all phases of high school music—organization of glee clubs and choruses, voice testing, assignment of parts, balance of parts with selections

suitable for various types of high school programs; organization of orchestras and bands with selections suitable for each.

Prerequisites: Only music majors who have covered all major requirements are eligible for courses 47 and 48.

THEORETICAL COURSES

Music 131—Theory of Music. Two hours each week. Credit: two hours first semester.

A study of the rudiments of music and its terminology, scales, intervals, chords, etc., as preparation for the study of harmony and overtones. Explanation of transposed instruments and various musical forms.

Music 133—Ear Training. Two hours each week. Credit: two hours first semester.

This course includes training of the ear in rhythm, melody and harmony; dictation; recognition of chords and cadences in major and minor modes.

Prerequisite: *Music 131.*

Music 134—Sight Singing. Two hours each week. Credit: two hours second semester.

The object of this course is to develop rhythm, to aid in reading music at sight, to learn music notation and analysis, and to study music construction to gain a musical background for further study in music.

Music 144—Harmony I. Two hours each week. Credit: two hours second semester.

Four part writing of triads of major and minor keys. Choice of chords. Harmonization of melodies and basses. Keyboard and original work.

Music 145-146—Harmony II and III. Two hours each week. Credit: two hours each semester.

This work follows *Harmony I*, and includes simple modulations and more difficult harmonizations.

Music 147—Harmony IV. Two hours each week. Credit: two hours first semester.

Altered chords. Harmonic analysis. Keyboard work applying previous material studied. Originals.

Music 167-168. Composition and Analysis. Two hours each week. Credit: two hours each semester.

This course deals with an application of harmonic materials to song forms, elementary counterpart, and a brief analysis of larger forms.

Prerequisite: *Harmony 1, 2, 3.*

Music 170 and 170-171—Counterpoint I, II and III. Two hours each semester. Credit: two hours each semester.

Melodic progressions, clefs, two, three, and four part counterpoint in all species. Canon and free imitation on choral themes.

Prerequisite: *Music 36, 37-38, 39.*

APPLIED MUSIC COURSES

Diploma: The requirements for special diploma in applied music are as follows:

1. Two lessons per week for at least two years in the major study.
2. A satisfactory performance in recital in the major study.
3. Two years of minor study in Voice, Piano, or Violin.
4. Ear training—3 hours.
5. Theory of Music—3 hours.
6. Harmony—12 hours.
7. Music History—6 hours.
8. Three hours of regular classroom work each semester.
9. At least 44 hours of college credit in addition to full entrance to a collegiate curriculum in this institution.
10. Physical training during entire period spent at college.

It usually requires more than two years to develop the skill and efficiency necessary for recommendation for a diploma.

Music 201-2, 203-4, 205-6, 207-8—Pianoforte. One or two private lessons and five hours practice each week. Credit:

one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

A systematically developed technical foundation is the first requirement in pianoforte. This is accomplished by the proper hand formation and by the use of carefully selected and graded technical exercises; these are designed to give control to the muscles of the fingers, hands and arms, so necessary for artistic results. At the same time the musical and aesthetic development of the student receives the most careful attention.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Piano for practice, five hours each week, \$5.00 each semester.

Ten hours each week, \$8.00 each semester.

Music 211-12, 213-14, 215-16, 217-18—Voice. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

True cultivation of the voice in singing consists in the correct development of pure tone quality and control. In order to accomplish this, two things are of utmost importance: correct breathing and proper support of the tone by the muscles of the body. A higher ideal is desired than the perfection of mere mechanical skill, viz.: a musicianly style of singing and all that is implied in the term interpretation, together with a thorough appreciation of the best works of the masters. Ability to sing in at least two foreign languages is required.

Music 219-20—Class Lessons in Voice. One hour each week. Credit: one hour each semester.

A study of the fundamentals of breathing, using the diaphragm and all muscles which have to do with singing. Vocal exercises are used to produce freedom in training the voice. The primary purpose is to teach the student how to use the voice with the least tension possible.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Class lessons \$10.00 each semester.

Piano for practice, five hours each week, \$5.00 each semester.

Ten hours each week, \$8.00 each semester.

Music 221-222—Violin. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Music 225-226—Violoncello. One or two private lessons and five hours practice each week. Credit: one hour each semester. Two private lessons and ten hours practice each week. Credit: two hours each semester.

Fees

One lesson each week, \$22.50 each semester.

Two lessons each week, \$37.50 each semester.

Music 229-230—Choir Training. Five hours per week. Credit: two hours each semester. This course may be taken with or without credit.

Admission to this course is equivalent to membership in the A Capella Choir. (See p. 76 for a description of the choir.) The course is an exceedingly practical one and is devoted entirely to the acquirement of a repertoire in music suitable for use in churches and other sacred gatherings. Public performances are given throughout the state.

PHILOSOPHY

This department is divided into two sections, Psychology and Philosophy. The purpose of the work in psychology is to guide the student into an understanding of the fundamental characteristics of human behavior, to help the student apply the knowledge of these laws of behavior in solving problems of personal adjustment to the environment in which he lives, to meet the ever-increasing demands for leaders who have psychological training, and to interpret education in terms of integrated personalities.

The aim of the courses in philosophy is to train the student to view himself and his world as a whole. They are planned to help the student to find the relationship between the various courses he is taking in his liberal arts training.

Students who wish to major in this department must elect a minimum of twenty-four hours of work from the courses listed below in psychology and philosophy.

PSYCHOLOGY

Psychology 1—General Psychology. Three lectures and two hours of laboratory each week. Credit: three hours first semester.

An introductory course, giving a survey of the essential facts and laws of human behavior.

Required of all candidates for a degree.

Psychology 2—Child Psychology. Three hours each week. Credit: three hours second semester.

A study of the inherited patterns of behavior and the changes that occur through conditioning. Special emphasis will be placed upon the underlying principles of mental hygiene in childhood.

Psychology 4—Social Psychology. Three hours each week. Credit: three hours second semester.

A study of the forms of human behavior resulting from social stimulus.

Offered 1933-1934, and alternate years.

Psychology 6—Educational Psychology. Three hours each week. Credit: three hours second semester.

The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, and such psychological problems as concern the teacher, will receive attention.

Psychology 7—Vocational Psychology. Three hours each week. Credit: three hours first semester.

This course is an application of psychological principles for the solution of problems in industry, business, law, medicine, the ministry and social work. It discusses methods for vocational guidance, vocational selection and personnel work.

Psychology 8—Abnormal Psychology. Three hours each week. Credit: three hours first semester.

A study of the abnormalities of human behavior and of the causes and conditions of their development. Special consideration will be given to principles of prevention of maladjustment.

Offered 1932-1933, and alternate years.

Psychology 9—Psychology of Personality. Three hours each week. Credit: three hours second semester.

A study of the factors underlying the development and integration of personality. The course emphasizes the importance of the emotions, mental hygiene, and re-education.

PHILOSOPHY

Philosophy 10—Aesthetics; Appreciation of Art. Three hours each week. Credit: three hours second semester.

An analytic study of the beautiful, of aesthetic appreciation, and of artistic creation for the purpose of gaining an understanding of the Fine Arts.

Required of all sophomores.

Philosophy 11—Introduction to Philosophy. Three hours each week. Credit: three hours first semester.

This course considers the general questions with which Philosophy is concerned and the different types of solution which the human mind has given them.

Philosophy 12—The Modern Mind. Three hours each week. Credit: three hours second semester.

This course aims to describe and interpret the main currents of present day thought. The present state of philosophy and the positions of important living thinkers will be covered by discussions and reports.

Philosophy 14—Philosophy of Religion. Three hours each week. Credit: three hours second semester.

The purpose of this course is to survey the various philosophies of religion and to construct a modern philosophy of religion.

Philosophy 103-104—A Survey of Religious and Philosophical Thought. Three hours each week. Credit: three hours each semester.

This course deals with the development of human thought and religion from the Greek period through the modern era. It surveys the great systems of philosophy and religion and shows their influence

on developing civilization. Special consideration will be given outstanding leaders of thought of each period.

Required of all seniors.

PHYSICAL EDUCATION

The work in physical education is divided into two divisions—one for men and one for women. Each student is required to make eight hours credit in this department before graduation.

PHYSICAL EDUCATION AND ATHLETICS FOR MEN

It is the purpose of this department to work out a health and recreational program for every man in college. Since competitive sports offer excellent opportunities for exercise and the development of bodily control and at the same time give recreation to the mind, the physical education for men is based on intramural and intercollegiate athletics. Each man is given a physical examination and his program is worked out on the basis of his physical condition. Corrective drills and exercises are given to those who need them.

There are intramural contests in basketball, baseball, track, tennis, volley ball and touch football.

The intercollegiate sports are football, basketball, baseball, track, and tennis.

Each man is required to choose one or more sports in which he must participate three days each week. In addition to this, he must do a certain amount of academic work outlined below.

Physical Education 1-2—Hygiene and Sports. Three times each week. Credit: one hour each semester.

In addition to engaging in some sport three days each week, the students will make a systematic study of how to maintain a healthy body.

Required of all freshmen.

Physical Education 3-4—Sports and the Theory of Games. Three times each week. Credit: one hour each semester.

In addition to participation in some sport three days each week, the student is required to make a special study of some sport each semester.

Required of all sophomores.

Physical Education 5-6—Sports and the Character Building Aspects of Athletics. Three times each week. Credit: one hour each semester.

Required of juniors.

Physical Education 7-8—Sports and Programs of Athletics and Recreation. Three times each week. Credit: one hour each semester.

Physical Education 9-10—Corrective Drills and Exercises. Three hours each week. Credit: one hour each semester.

This course is for those who have special physical defects that need correcting.

PHYSICAL EDUCATION AND HYGIENE FOR WOMEN

Every young woman in college is required to take work in the department of physical education. A thorough medical and physical examination is given to all students upon entering college. This not only enables the student to know her own physical condition in order that she may intelligently conduct her mental and physical activities, but enables the director to know just what the possibilities and limitations of the student are and what is really best suited to her needs. The department aims to provide ways and means to promote health and strength, to improve posture, to give relaxation from mental work, and to aid in the development of precision, alertness, and grace of movement.

Costume—All students are required to provide themselves with the regular Guilford College gymnasium uniform. Full information will be given upon application.

Women's Athletic Association—See *Student Organizations*, page 79.

Physical Education 21-22—Hygiene. One hour each week.
Credit: one hour each semester.

This course aims to give a practical knowledge of the proper management, protection, and care of the human body.

Physical Education 23-24—Individual Health Gymnastics and Corrective Exercises. Three hours each week. Credit: one hour each semester.

Required of all students classified for such work as a result of their physical and medical examinations.

Physical Education 25-26—General. Three hours each week.
Credit: one hour each semester.

This course includes field hockey, basketball, baseball, volley ball, gymnastics, folk dancing, marching, stunts, etc. Required of freshmen who are not classified for Physical Education 23-24.

Physical Education 27-28—General. Three hours each week.
Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, and aesthetic gymnastics. Required of sophomores not in Physical Education 23-24.

Physical Education 29-30—General. Three hours each week.
Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, apparatus work, and aesthetic gymnastics. Required of juniors not in Physical Education 23-24.

Physical Education 31-32—General. Three hours each week.
Credit: one hour each semester.

This course includes sports, gymnastics, marching, stunts, apparatus work, and aesthetic gymnastics. Required of seniors not in Physical Education 23-24.

Education 41—Theory and Practice of Physical Education.
Three hours each week. Credit: three hours first semester.

This course is especially adapted to those who wish to supplement the teaching of other subjects with coaching, gymnastic teaching, etc. Open to fourth year students who have had all the required work in physical education in their first, second, and third years.

PHYSICS

The courses in physics are designed to prepare students for teaching this subject, for research and for practical work in

the industrial field. Those who are majoring in physics must take *Physics 1-2* and *Physics 3-4*, and enough more to complete a minimum of 24 hours in this department.

Since mathematics is absolutely necessary for the study of physics, it is recommended as a related subject; trigonometry and differential and integral calculus are required. There is also a close relationship between physics and chemistry. It is, therefore, recommended that the students who intend to major in physics take chemistry during their freshman year and continue it during their junior year. A good command of the English language and a reading knowledge of French and German are strongly recommended for related subjects in this department.

Physics 1-2—General Physics. Three lectures and four hours of laboratory each week. Credit: four hours each semester.

In this course the principles and phenomena of Physics are taken up in detail. In the laboratory special attention is paid to accuracy of observation, measurement, and record in experimental work. A study of mechanics, properties of matter, gases, fluids, and heat is taken up in the first semester.

In the second semester magnetism, electricity, sound, and light are studied.

No credit is given for less than a year's work.

Physics 3-4 — Elements of Electricity. Two lectures and four hours of laboratory each week. Credit: three hours each semester.

Fundamental principles of electricity and magnetism as a foundation for practical and theoretical studies in the subject.

Prerequisite: *Physics 1-2* or equivalent, and *Plane Trigonometry*.

Offered 1933-1934, and alternate years.

Physics 5-6 — Elementary Electron Theory. Lectures and recitations, three hours each week. Credit: three hours each semester.

Introduction to the modern electron theory of matter, based upon researches in electric discharges through gases, radio activity, photoelectricity, x-rays, thermionic emission, and modern theories of atomic structures.

Physics 7—Elementary Mechanics. Three hours each week.
Credit: three hours first semester.

Application of calculus to the elementary principles of statics and dynamics and the use of these principles in special problems.

Prerequisite: *Physics 1-2.*

Offered 1932-1933, and alternate years.

Physics 8—Light. Lectures and laboratory work each week.
Credit: three hours second semester.

A study will be made of the nature of light, velocity of light, reflection, refraction, interference, diffraction and an introduction to spectroscopy.

The class work will be accompanied by laboratory exercises in the fundamental phenomena of light and their measurement.

Prerequisite: *Physics 1-2.*

Offered 1932-1933, and alternate years.

Physics 9—Physics Seminar. Credit to be determined by amount and type of work done.

Intended only for those students majoring in physics.

Physics 15—Household Physics. Lectures and recitations two hours each week. Credit: two hours first semester.

A course designed to meet the requirements of students who are majoring in Home Economics.

Physics 17—Laboratory exercises for Household Physics. Three hours of laboratory work each week. Credit: one hour first semester.

This course is designed to accompany Physics 15.

Education 35—Materials and Methods of Teaching High School Physics. Three hours each week. Credit: three hours first semester.

This course is designed for those preparing to teach physics in high schools. It will take up a discussion of the aims, functions and objectives of science in secondary schools and the part that can be played in physics in obtaining these objectives. Related material will be reviewed and methods of instruction emphasized. Lesson planning will be a feature of the course.

Equipment. The Physics Department occupies two well lighted and well ventilated rooms in the basement of King Hall. The laboratory is supplied with water, gas and elec-

tricity, the latter at 110 volts A.C. and 110 and 15 volts D.C., and contains apparatus to demonstrate the principal phenomena of physics and for measurement of forces.

RELIGION

The Department of Religion offers courses to those who are interested in Bible study and religious values for their own development as well as to those who wish to prepare for specific service in religious education and in the ministry. A few courses are arranged especially for those who are expecting to engage in the ministry among Friends or who are otherwise interested in the history and work of Friends.

A major consists of twenty-four hours selected from the courses herein described, the first part of which should be taken in the following order: *Religion 3, Religion 4, Religion 1, and Religion 2*. Students who are taking such a major should choose as related subjects English, Modern Language, History or Philosophy, with the expectation of completing eighteen hours in one subject and twelve hours in another. The selection of related subjects should be made in conference with the head of this department.

Religion 1—Hebrew History. Three hours each week. Credit: three hours first semester.

An outline study of Hebrew political and religious life from the period of the judges to the destruction of Jerusalem. Internal and external political changes are examined in their influence on moral and spiritual development. The messages of the prophets are studied in the light of their own times and the permanent religious value of their teachings estimated.

Religion 2—Jewish History. Three hours each week. Credit: three hours second semester.

A survey of the Babylonian exile, the return of Jews to Palestine, their life under Persian and Greek rule, independence under the Maccabees, as reflected in prophetic, apocalyptic and poetic writings of the various periods.

Religion 3—Beginnings of Christianity. Three hours each week. Credit: three hours first semester.

A study of the origin of Christianity as set forth in the gospels. The synoptic problem is considered briefly, the course being devoted principally to the outline and details of the life and ministry of Jesus, closing with an estimate of his person.

Religion 4—The Apostolic Church. Three hours each week. Credit: three hours second semester.

On the historical and religious background of the first century this course represents a study of the early Christian community, the life and ministry of Paul, the spread of Christianity through the Roman provinces and the Christian literature of the period.

Religion 5—History of the Christian Church. Three hours each week. Credit: three hours first semester.

A survey of the Christian Church from the first century to the modern period, including growth, organization, doctrine, papal development, inner struggles, medieval decadence, and protestant reform.

Religion 6—History of the Friends. Three hours each week. Credit: three hours second semester.

The course includes political and religious conditions in England in the 17th century, the experiences and ministry of George Fox and his associates, writings of prominent Friends, the settlement of Pennsylvania, causes and consequences of separations, recent developments and activities.

Religion 7—The Church: Worship and Ministry. Three hours each week. Credit: three hours first semester.

An inquiry into the nature of worship and the manner of holding Friends meetings, together with a study of the matter and form of the sermon. Designed especially for those who are preparing for the ministry among Friends, but open to all who are interested.

Religion 8—The Church: Organization and Work. Three hours each week. Credit: three hours second semester.

A comparative study of church organization with emphasis on the form of government as developed by Friends in the system of monthly, quarterly, and yearly meetings, and a survey of field and departments of work in the local meeting and in national and international service.

Religion 9—Principles and Methods of Teaching Religion. Three hours each week. Credit: three hours first semester.

This course includes a study of child nature, the aims of religious education, material to be used in such instruction, various types of teaching, the personality and qualifications of the teacher.

Religion 10—Organization of the Church School. Three hours each week. Credit: three hours second semester.

A study of the organization and administration of religious education in the church school and other institutions, including the gradation and management of pupils, and the training and supervision of teachers.

Philosophy 103-104—A Survey of Religious and Philosophical Thought. Three hours each week. Credit: three hours each semester.

(See course outlined in Department of Philosophy.)

ROMANCE LANGUAGES

FRENCH

A major in French shall consist of 24 credit hours beyond *French 1-2*. *French 5-6* should be taken before the junior year. A student pursuing this major must take *German 3-4*. History or English is recommended as a related subject.

Students who are expecting to teach in the public high schools must elect 21 hours of work in education, three of which must be in Methods and Materials of Teaching French, and three in practice teaching.

French 1-2—Elementary Course. Three hours each week. Credit: three hours each semester.

Thorough drill in phonetics, grammar, and vocabulary, serving as basis for the acquirement of a practical knowledge of the French language.

French 3-4—Intermediate Course. Three hours each week. Credit: three hours each semester.

Careful review of grammar, reading, translation, conversation.

Prerequisite: *French 1-2*, or an accredited high school course.

French 5-6—Survey of French Literature. Three hours each week. Credit: three hours each semester.

Prerequisite: *French 3-4.*

Offered 1932-1933, and alternate years.

French 7—Seventeenth Century Literature. Three hours each week. Credit: three hours first semester.

Prerequisite: *French 3-4.*

Offered 1931-1932, and alternate years.

French 10—Eighteenth Century Literature. Three hours each week. Credit: three hours second semester.

Prerequisite: *French 3-4.*

Offered 1931-1932, and alternate years.

French 12—Nineteenth Century Literature. Three hours each week. Credit: three hours second semester.

Prerequisite: *French 3-4.*

Offered 1931-1932, and alternate years.

French 15-16—Advanced Course. Three hours each week. Credit: three hours each semester.

This course offers a more advanced study of French grammar, phonetics, pronunciation, composition, diction, dictation, etc., than is provided by French 3-4 and is recommended especially for those who plan to teach French. It will be open, however, to anyone who has had sufficient preparation for the work. A study of French civilization will be included.

Prerequisite: *French 3-4 or equivalent.*

Offered 1932-1933, and alternate years.

Education 33—Methods and Materials of Teaching Modern Languages. Two hours each week. Credit: three hours the first semester.

This course should be taken by all those who intend to teach any of the modern foreign languages. A brief historical survey will be made of the various methods which have been employed in the past in the teaching of Modern Languages, and this will be followed by a presentation of methods in use today. This course will include also a study of the material available in language teaching, such as maps, sound charts, tests, teaching devices, etc., and a thorough study will be made of the best methods of teaching the various ele-

ments of a language, as, for instance, grammar, pronunciation, reading, and composition. A number of written and oral reports will be required.

Offered 1933-1934, and alternate years.

SOCIOLOGY

Sociology 2—A survey course of the social sciences. Required of all Sophomores. Three hours each week. Credit: three hours second semester.

This course is planned as a survey of the basic problems of social development and personality adjustment to society. It considers the more important economic, industrial, educational and political responsibilities of our day. Special attention is given to the family as an important unit of society.

Sociology 4—**Principles of Sociology.** Three hours each week. Credit: three hours second semester.

The purpose of this course is to help the student to understand society. It is a study of social activities, social forces, and institutions. Means of social control are examined. Open to Juniors and Seniors.

STUDENT ORGANIZATIONS

LITERARY SOCIETIES

The two literary societies for young men, the Henry Clay and the Websterian, were organized in 1885. They occupy rooms on the second floor of the Y. M. C. A. Building.

The two societies for young women are the Zatasian and the Philomathean. These societies came into existence when the Philagorean Society was divided in 1908. The organizations occupy rooms on the first floor of Founders Hall and meet each Friday evening at seven o'clock.

THE CHRISTIAN ASSOCIATIONS

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the college. The two associations conduct jointly Bible classes each Sunday morning, and a six weeks mission study course is conducted during February and March. A number of outside activities are conducted by committees appointed from these associations.

The associations yearly send delegates to the interstate convention and to the student conferences at Blue Ridge.

Committees are appointed by the associations to meet new students on their arrival at Guilford College and to give them every possible assistance. The associations publish each summer a handbook of information about the college which is especially useful to new students. Social affairs of the college are in the hands of committees appointed by the associations which work in conjunction with the faculty social committee.

Around the Y.M.C.A. and Y.W.C.A. the religious life of the college centers and from them radiates a Christian influence which penetrates every phase of college activity.

MUSIC ORGANIZATIONS

GUILFORD COLLEGE COMMUNITY CHORAL SOCIETY

The choral society is an organization of over one hundred and thirty voices conducted by a member of the faculty and open to all students and members of the college community who may be interested in music. Ability to read a part and a fair quality of voice is required for entrance.

Concentration in reading music and learning to interpret it according to the instructions of the conductor are the greatest values received. The "Messiah" by Handel is given annually before the Christmas recess. Works of prominent composers are sung at the annual commencement in June.

FEDERATED MUSIC CLUB

The Federated Music Club is composed of members of all music groups. This club is a member of the National Federated Music Clubs. This connection enables the members of the club to keep in touch with new ideas in music and gives each a share in the world of musical thought.

A CAPELLA CHOIR

This choir is made up of the best voices of the college, which, as the name suggests, sings without accompaniment. A definite musical training is required before any member is permitted to sing in concert with the choir. In order to receive this training all members are required to take the course, "Theory of Music," which deals with all phases of musical training. The choir made its initial appearance at Commencement, 1929. This is the first appearance of an organization of this kind in connection with a southern institution. It introduces a new feature into the college and the musical life of the South. Since its inception by Mr. Noah, the choir has made remarkable progress. It is now recognized as one of the finest musical organizations in the State and is already having its influence on church music.

In the many appearances which the choir has made there has been enthusiastic comments on the quality of tone, the harmony, and more especially for the emotional values, the sense of aesthetic values in the spiritual realm which the members of the choir have been trained to experience and to communicate to others. The choir offers unusual opportunities to college students interested in music, for it not only gives them an excellent training in the finest type of music, the sacred song, but it also provides a splendid fellowship and opportunities to carry a real message to the people of our country.

THE DRAMATIC COUNCIL

The Dramatic Council is an executive board composed of faculty and student members. It was organized in 1921 to take charge of the presentation of two plays given annually by the students of the college. Through its effort a property room has been secured in Memorial Hall in which is stored the permanent equipment of the Council.

THE DEBATING COUNCIL

The Debating Council is composed of six students, three from each of the literary societies for men, and the Faculty Committee on Debates. The Council is a member of the North Carolina Intercollegiate Forensic Association. The purpose is the promotion of the annual intercollegiate debates and the fostering of an interest in forensics.

THE GUILFORDIAN BOARD

The Guilfordian Board edits and publishes *The Guilfordian*, the college biweekly. It consists of twelve members selected from the students. The editor-in-chief, managing editor, the alumni editor, the business manager, assistant business manager, circulation manager, and the two faculty advisers are the principal officers elected by the Board. The Board is provided with office room in Memorial Hall.

ATHLETIC ASSOCIATIONS

The Athletic Associations are formed for the purpose of fostering and encouraging the athletic interests at the college and to assist in the work in the department of physical education.

THE ATHLETIC ASSOCIATION FOR MEN

All intercollegiate athletics are under the general direction of the Physical Director for Men and the Faculty Committee on Athletics, in cooperation with the Athletic Association for Men.

The Athletic Council is composed of the Faculty Committee on Athletics, the Physical Director for Men, officers of the Athletic Association and the managers of the teams. This council elects the managers of the teams, decides all important questions relating to athletics, and makes the financial appropriations for athletic purposes.

The Alumni Committee on Athletics is composed of former students at Guilford College who won their letters. This committee acts in an advisory capacity to the Athletic Association.

IMPORTANT REGULATIONS

Athletic contests are promoted for the benefit of bona fide students only, and only such are permitted to represent the college in any athletic contest.

No student shall be eligible for any athletic team who shall have been a member of any professional or league team named in the classes A, B, C, or D, in the publication of the National Baseball Committee.

No student shall participate in any athletic contest who failed to pass at least nine hours of the work of the quarter previous to that in which the contest occurs or who is failing to maintain a passing grade during the current quarter.

No student shall play on any college team during the first semester who registers after October first; nor shall any stu-

dent become a member of a team during the second semester who registers after February tenth of any year.

All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

WOMEN'S ATHLETIC ASSOCIATION

This organization acts as an auxiliary to the department of physical education. It is the purpose of this organization to promote constantly and consistently health standards by fostering an interest in physical education and helping to provide ways and means of getting daily exercise and recreation.

STUDENT ACTIVITIES

The Student Affairs Board, made up of one representative from each student organization on the campus and four members of the faculty appointed by the President, have the general oversight of the student activities of the College. In order to set a standard for the participation of students in various campus activities, each activity is given a point rating. These are shown in the table which follows:

GROUP I

(Each activity is rated as one point)

Minor staff member of the Quaker; minor staff member of the Guilfordian; member of either Student Council; college marshals; cabinet members of Y. M. C. A. or Y. W. C. A.; member of Student Affairs Board; Chairman of Debating Council; member of either Athletic Council; Superintendent of Sunday school; President of Christian Endeavor.

GROUP II

(Each activity is rated as two points)

Assistant business manager of the Guilfordian; associate editors of the Guilfordian; circulation manager of the Guilfordian; treasurer of a literary society; president of either Athletic

Council; assistant manager of football and baseball; manager of track; actor in a play; varsity squad of track or tennis; member of the choir.

GROUP III

(Each activity is rated as three points)

Photographic manager of the Quaker; president of either Y. M. C. A. or Y. W. C. A.; president of Men's Student Council; president of Student Affairs Board; subscription manager of Quaker; chairman of program committee of Y. M. C. A. or Y. W. C. A.; manager of men's baseball, basketball or football; varsity squad of football, baseball or basketball; member of debating team; member of Dramatic Council.

GROUP IV

(Each activity is rated as four points)

Editor-in-chief, business manager or managing editor of the Quaker; editor-in-chief, business manager or managing editor of the *Guilfordian*; president of Women's Student Council; house presidents; chairman of Social Committee.

LIMITATION OF ACTIVITIES

A student with an average grade of "A" may carry thirteen activity points.

A student with an average grade of "B" may carry nine activity points.

A student with an average grade of "C" may carry five activity points.

A student passing nine hours of work, yet not having an average grade of "C," may carry three points only.

No student may hold more than one four-point office.

Students participating in major student activities must be bona fide students, must be making a passing grade in at least nine hours of current college work, and must have made a passing grade in at least nine hours during the previous quarter. In case the student has been out of college for a

time the rule applies to the last quarter he was in college.

Students who have withdrawn from other institutions on account of failures, or who have been asked to withdraw on account of failures, shall be required to maintain a passing grade for one quarter in at least nine hours of work before being allowed to participate in major student activities.

Students who enter after October first will not be permitted to participate in major student activities during the first quarter. Students who enter after February 10th will not be permitted to participate in major student activities during the third quarter.

A student who makes "F" cannot have his grade changed before the end of the quarter. No exception is made to this rule in case of students who pass courses at the regular re-examination period. A student who has been given the grade "Incomplete" will be re-admitted to student activities when the instructor who gave the grade reports that the work has been satisfactorily completed, provided the student has then passed the required nine hours.

In connection with intercollegiate athletics, the rules of the North Carolina Intercollegiate Athletic Conference are to be observed.

Committees appointed to make nominations for officers for any of the above offices should confer with the Student Affairs Board to determine whether the proposed candidate is eligible to hold the office.

THE ALUMNI ASSOCIATION

The Alumni Association has the following officers: President, Clara I. Cox, High Point, N. C.; Vice President, A. Scott Parker, High Point, N. C.; Secretary and Treasurer, Ida E. Millis, Guilford College, N. C.

The Alumni Association, through its committees, extends aid to the college in various ways. There are committees on Athletics, Campus, Literary Work, Christian Work, and Publicity. A loan fund has been created by the Association

for assisting students. Two meetings are held each year, one at Commencement and the other in August. The Association publishes a bulletin in which reports of the year's proceedings can be found.

PUBLICATIONS

The Guilford College Bulletin is issued by the College six times a year. Included under this are: the Catalogue, the Alumni Bulletin, the various announcements and reports. These bulletins will be sent free of charge to any one on request.

The Guilfordian is published biweekly by a board of editors chosen from the student body. Its main function is that of a college newspaper, but it also contains considerable material of a purely literary character. Alumni, old students, and friends of the college find it a valuable means of keeping informed as to what is going on at the College. Address all inquiries and make checks payable to Business Manager, *The Guilfordian*.

The Quaker is published at irregular intervals of one to three years by the student body. It is a record in the form of pictures, poems and sketches of the various student activities of the College.

The Students Directory is published during the summer by the Young Men's and the Young Women's Christian Associations. It contains information about the college affairs useful to new students.

SCHOLARSHIPS, PRIZES AND HONORS

SCHOLARSHIPS

Haverford College offers annually a few scholarships of \$600.00 each, one or more of which are available to members of the graduating class or to recent graduates of Guilford College who are able to meet the standards required. Applications for these scholarships must be made direct to the President of Haverford College on or before April first.

Bryn Mawr College offers to the young woman of the graduating class whom the faculty shall recommend a scholarship of the value of \$400.00. The applicant shall have attended Guilford College at least two years and shall have distinguished herself in scholarship, excellence of character and give promise of future usefulness.

Only those students who have made formal applications will be considered. All applications must be filed with the faculty of Guilford College on or before April first.

Marvin Hardin Scholarship. The class of 1904 has endowed a scholarship in memory of their fellow classman, Marvin Hardin, to be awarded annually to that member of the sophomore class making the best scholastic average. This scholarship is available in the spring of the senior year provided that the student shall pursue the balance of his undergraduate studies at Guilford College.

William F. Overman Scholarship. William F. Overman, of Moorestown, New Jersey, a former student of New Garden Boarding School, has established a fund, the income from which is to be known as the *William F. Overman Scholarship*. Any junior who does not hold the *Marvin Hardin Scholarship* and whose quality average is 2.00 or more in all work taken at Guilford College, may be a candidate for this scholarship. From the candidates, the faculty and student body choose the one who has made the greatest contribution to the college life; who has done the best piece of constructive work in

improving some department of student activities; who has helped most in maintaining a fine cooperation between faculty and students; who has done most to create a fine college spirit. The candidate chosen will receive the scholarship during his senior year at Guilford College.

PRIZES

The Peace Prize. The Peace Association of Friends in America offers a first prize of \$25.00 and a second prize of \$10.00 for the best orations on a peace subject. The orations must be original, there must be five or more contestants, and the orations must be delivered at a public meeting that has been properly announced or advertised.

Literary Society Prizes for Improvement. Each of the four literary societies awards an improvement prize. This prize is given to the new member making the most improvement during the year.

The William L. Rudd Consistency Prize is awarded annually to that member of the Websterian Literary Society who has made the best record for participation in the programs of the society.

Declamation Prizes for High Schools. Each year there is held at the college a declamation contest for high school students. Each high school is entitled to send two contestants, a young man and a young woman. Two prizes are awarded, one to the successful young man and the other to the successful young woman.

These contests are conducted by the college literary societies in order to stimulate literary society work in the high schools.

HONORS

Honors shall be awarded to the graduate who during his college course has attained the quality average of 2.5 and

High Honors to the graduate who has attained the quality average of 2.7.

HONOR ROLL

A member of the freshman, sophomore, junior or senior class who has a quality average of 2.5 during the preceding semester will be eligible for the *Honor Roll*; however, no freshman may be admitted to the privileges of the roll until the end of the freshman year.

Those on the honor roll shall not be required to attend classes or be held for daily preparation, but shall be required to take quarter and semester examinations.

Seniors who have been on the honor roll for five consecutive semesters shall be exempted from their final semester examinations.

The names of those on the honor roll shall be published at the end of each semester in the following papers: Guilfordian, Greensboro papers and home papers, and a letter shall be sent to the parents.

Once each year there shall be a special service, preferably chapel, when recognition shall be given to these students.

DEGREES AND PRIZES

1930-1931

DEGREES

The following degrees were conferred on Commencement Day, June 1, 1931:

Bachelor of Arts

William Hale Alley	Esther Annie Lindley
Bunyan Hadley Andrew	John P. Lippincott
Marshall Hobart Barney	Mattie Enola McCanless
Thomas Jackson Cheek	Elbert Dewey Newlin
Ida Belle Clinard	John Morton Phillips
Irvin Nicholas Davis	Willie Grace Ransdell
Argyle Elizabeth Elliott	Lewis Rosenfelt
Georgia Fulk	Ernest Marshall Scarboro
James Madison Harper	Allen Hale Stafford
Mary Esther Hollowell	Katie Pearl Stuckey
C. Ivan Jackson	Paul Douglas Tew
Isabella Jinnette	Edna Louise Wafford

Bachelor of Science

George Clayton Allen	Louise Melville
James Granville Alley	Weldon Edgar Reece
Ottis Poe Barrow	Mary Alice Reynolds
Howard Lee Cannon	Glenn Marion Robertson
Annie Laura Conrad	Merlie Hazel Sizemore
Leona Mae Guthrie	
Gertrude Ina Hinshaw	Frederick Charles Winn,
Ollie Victoria McBane	June 9, 1925

The following degrees were conferred August 8, 1931:

Verna Andrew, B.S.	Annie Edith Cullipher, B.S.
Samuel Alfred Boose, B.S.	Ida Eleanore Millis, A.B.
Oscar Lester Brown, A.B.	Harvey White, A.B.

SCHOLARSHIPS, PRIZES AND HONORS

Haverford Scholarships	Bunyan Hadley Andrew Paul Douglas Tew
Marvin Hardin Scholarship	David Henry Parsons, Jr., and James Matthew Bridger
Philomathean Orator's Prize	Esther Lee Cox
Philomathean Improvement Prize	Maud Hollowell
Henry Clay Orator's Prize	Albert William Hire
Peace Prize	Albert William Hire
William F. Overman Scholarship	Wilbert Leo Braxton

HONORS

Esther Lee Cox	Manuel Mallo
David Henry Parsons, Jr.	

HIGH HONORS

Eleanor Grace Bangs	Pearle Kimrey
Wilbert Leo Braxton	Margaret Annabel Warner
Dorothy Alice Wolff	

HIGHEST HONORS

Paul Douglas Tew

HIGH SCHOOL CONTESTS

Declamation Contest	John Long, Charlotte
Recitation Contest	Jean Ware, Kings Mountain

HONOR ROLL

The following students ranked in the upper ten per cent of their respective classes at the close of the second semester 1930-31, and were, therefore, placed on the honor roll:

SENIORS

Dorothy Alice Wolff	Margaret Annabel Warner
Pearle Kimrey	Jean Dorothy Cochran

JUNIORS

David Henry Parsons, Jr.	Virginia Bell Hiatt
James Matthew Bridger	Ethel Maria Swaim
Sarah Augusta Davis	Mary Gray Richardson
Jewell Mock Conrad	Mary Adeline Cannon

SOPHOMORES

Esther Lee Cox	Leroy Miller, Jr.
Manuel Octavio Mallo	Maud Angeline Hollowell
Samra Smith	Erwin Frank Werner
Clara Belle Welch	Thomas Hamlin Houck
John Hugh Williams	

HONOR ROLL

The following students made a quality average of 2.5, or above, for the first semester 1931-1932 and were, therefore, placed on the honor roll:

SENIORS

Eleanor Grace Bangs	Elizabeth Dolores McVey
Wilbert Leo Braxton	Dayton Gilbert Newlin
Bera Arlita Brown	Edith Irene Trivette
Jean Dorothy Cochran	Margaret Annabel Warner
Pearle Kimrey	

JUNIORS

George Prall Greene	David Henry Parsons, Jr.
Ruth Ida Hiller	Mary Gray Richardson
Ethel Maria Swaim	

SOPHOMORES

Esther Lee Cox	Samra Smith
Margaret Hanner Pegram	Clara Belle Welch

FRESHMEN

William Benbow Edgerton	Priscilla Henryanna White
Julia Blair Hodgins	Emla Wray
Cleo Catherine Stack	Eunice Kersey Wray

EXPENSES

For board, room rent, laundry, tuition, registration, library, laboratory and lecture fees for the academic year of thirty-six weeks.

For men in Archdale Hall	\$400.00
For men in Cox Hall	400.00
For women in Founders Hall	400.00
For women in New Garden Hall (not including laundry) estimated	300.00
For day students (board, room rent, and laundry not included)	150.00

In addition to the above charges every student is charged a *Student Activities Fee* of \$13, a *Library Fee* of \$3, and a *Deposit Fee* of \$5.

The Student Activities Fee is assessed to cover the budget of certain student organizations in which every student may participate or from which he receives certain benefits. The budget must be adopted by, at least, a three-fourths vote of the entire student body. The organizations participating in the budget are the Athletic Association for men and women, the College Annual, the College Newspaper, the Christian Associations, the Student Government organizations, the Dramatic Council, Debating Council and the Student Affairs Board.

The Library Fee. In order to meet a part of the additional expense of keeping the Library open in the evening for the convenience of students the fee of \$3 was established last year and will be continued.

A Deposit Fee of \$5 is required of each student against which unnecessary damages to college property are charged. If the person doing the damage is known, the charge is made against that person. When the administration is unable to identify the person causing the damage, the cost of repair or replacement will be distributed as fairly as possible amongst

the group of students most directly concerned. New students must pay the deposit fee in advance in order to reserve a room in the dormitory. Any unused part of this deposit fee is returned to the student paying it at the end of the year.

Health Service. The administration undertakes to maintain sanitary and healthful conditions for the protection of the students and the faculty. Each student is required to keep his own room clean and in order. A physical and medical examination is made of each student at the beginning of the year and medical advice is provided from time to time. If, however, the special medical services of a physician or a nurse are required, the student receiving these services must pay the expense. A trained nurse is in charge of health service.

Reduction in Charges. When two or more students come from one family a 5% discount is allowed on the charges for board, room rent, laundry, and tuition, provided full cash payment is made according to the schedule outlined on page 91. No discount is allowed if there is any modification of this schedule for payment.

Special Fees

Graduation Fee	\$10.00
Late Registration Fee	2.00
Extra credit hours (more than 18) per hour	4.00
Deposit Fee	5.00
Breakage Fee for Laboratory Courses	5.00

Fees in Music

Class lessons in voice	\$ 20.00
Piano, two lessons per week	75.00
Piano, one lesson per week	45.00
Voice, two lessons per week	75.00
Voice, one lesson per week	45.00
Use of piano for practice five hours per week	10.00

Use of piano for practice ten hours per week	16.00
Violin or violoncello, two lessons per week	75.00
Violin or violoncello, one lesson per week	45.00
Music students taking one academic subject	100.00
Music students taking two academic subjects	145.00

Fees in Expression

Expression, one private lesson per week	\$ 40.00
Registration fee for students taking music or expres- sion only	15.00

Fees in Commercial Courses

Typewriting (each semester)	\$15.00
Shorthand (each semester)	15.00
Bookkeeping (each semester)	8.00

PAYMENTS

Payments are due on or before the following dates:

Thirty percent (30%)	September 8, 1932
Twenty percent (20%)	November 7, 1932
Thirty percent (30%)	January 23, 1933
Twenty percent (20%)	April 4, 1933

Make all checks payable to Guilford College.

Parents or guardians should send with the student draft or cash sufficient to cover the first payments and should send other payments to the student promptly.

During Christmas and Easter vacations no meals will be served at the college and all rooms must be vacated.

REGULATIONS GOVERNING PAYMENTS

By resolution of the Board of Trustees the following regulations are operative, nor are they subject to suspension or alteration by any administrative officer of the college:

Refunds and Reductions. Tuition and registration fees and payments for room rent are not refunded.

Except in special cases, no reduction is made for students who register late; in no case will a reduction be made for a fraction of a week.

In case a student is absent from the college on account of protracted illness of ten days or more, a pro rata part of the money paid for board will be refunded on presentation of a physician's certificate that the student was unable to return. Should the student leave the college for any other cause than illness, or be expelled or suspended, all moneys advanced by him shall be retained by the college as liquidated damages for the student's breach of contract; it being agreed that the advancement is a reasonable sum for such damages, since the same are uncertain, speculative and difficult to determine.

Registration. Registration for the first semester must be completed by noon of the day on which the college opens officially, and for the second semester, by 8 a.m. of the first day of that semester. (See *Academic Calendar*).

Late Registration. Students who fail to complete their registration on time will be charged a special fee of \$2.00.

Failure to pay. Any student who has failed to pay his bills on the dates published in the catalogue is denied the right to attend classes until his account with the college is adjusted.

No student is considered by the faculty as a candidate for graduation until he has settled all indebtedness to the college.

No student who has not settled his account with the college will be permitted to stand the midyear or final examinations of the college year.

ROOMS

The students furnish pillows, linen, and all covering for their beds; also soap, towels, and napkins.

Any student may retain his room from one academic year to the next by giving due notice of his intention in writing before March 1st.

Where a room has been equipped to accommodate two students, the charge for one occupant will be one and one-half the regular rent.

Students after arranging for rooms and board are not allowed to change without the consent of the authorities.

NEW GARDEN HALL

Girls are admitted to New Garden Hall on the following terms: Each girl agrees to perform her allotted part of the household duties and to pay to the matron of New Garden Hall the actual cost of board in advance. In this way the board will be furnished for about \$9.00 or \$10.00 per month, for each girl. Girls in this hall may do their own laundry work. If this work is sent to the college laundry, the cost will be \$20.00 per year.

LOAN FUNDS

There are several funds that have been set apart to be used as loans to students. Applications must be made on a form which may be secured from the President's Office. All applications are examined by the College Committee on Expenditures.

MINISTERIAL STUDENTS

Students who are preparing for the ministry receive a reduction of one hundred dollars on tuition. Students who ask for this reduction on tuition must sign a note which will be cancelled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to a mission field. Otherwise the note will be in full force and will draw interest from the time the student leaves Guilford College.

STUDENT EMPLOYMENT

Many students at Guilford College meet a large part of their expenses by working in the buildings and on the grounds. The administration of the college is sympathetic with students who must earn a part of their expenses, and

is always glad to help students of this type in their effort to solve their financial problems. Students who must supplement their funds in this way should write to the President of the College for further information.

CONDUCT

It is taken for granted that any student who enters the institution does so for the purpose of consistent work. It is assumed that he intends to conform fully to that line of conduct which tends to promote the general welfare of the college and to respect fully the rights of fellow students and the wishes of the board of managers.

The Board of Trustees and other administrative bodies have definitely opposed hazing in any form, the use of intoxicating drinks, keeping dangerous weapons, indulgence in profane language and the use of tobacco. A disregard of the customs of the college in these matters will be considered a grave offense and treated accordingly.

In so far as possible students are put upon their honor, and great care is taken to maintain a cooperative relationship. The social life of the young women is regulated by the Women's Student Government Association. The young men have a Student Council which cooperates with the administration in all affairs of discipline affecting them.

Guilford College was founded and has been maintained with the purpose of promoting sound Christian character in connection with intellectual training. To promote the religious life of the college, the students are requested to attend a meeting for worship on Sabbath morning. To promote the unity of the college life they are requested to attend the morning chapel. Disregard for these exercises will be considered as disloyalty to the college.

The college reserves the right to request the withdrawal of any student who persistently engages in conduct that does not meet the approval of the administrative committees of the faculty or of the college.

GENERAL INFORMATION

Guilford College railway station is on the Southern Railway leading from Greensboro to Winston-Salem. The station is a little more than a mile from the college campus. Most of the trains are met by reliable bus drivers who charge twenty-five cents for transportation to the college. If one wishes to be met at a train which arrives at a late hour in the evening, the college should be notified in order that arrangements may be made to have a car meet the train.

The college has telephone connection with all points both on the local and long distance line.

The college post office and telegraph address is "Guilford College, North Carolina," and all communications should be so addressed.

SUMMER SCHOOL

The fourteenth session of the Guilford College Summer School was conducted in 1931, from June 2nd to August 3rd. This provided nine weeks of instruction which corresponded exactly with one-half of a semester. A two-hour period in the summer school corresponds, therefore, with a one-hour period in the regular session, and makes the transfer of credits an easy matter to arrange.

Dean Clyde A. Milner was Director of the Summer School and taught a class in modern religious thought entitled "Twentieth Century Prophets." Paul Reynolds taught courses in Biology; Dr. Harvey A. Ljung taught Chemistry; Wendell H. Cude, Education; Mari Louise Huth, German, French, and Spanish; Philip W. Furnas, English; Ernestine C. Milner, History and Psychology; Dr. Elwood C. Perisho, History and Geography; Professor E. G. Purdom, Mathematics and Physics.

The fifteenth session of Summer School will open on May 31 and close on August 1, 1932. Dean Clyde A. Milner will again serve as Director of the Summer School work.

For further information, address The Director of the Summer School, Guilford College, N. C.

REGISTER OF STUDENTS

GRADUATES

Barney, Marshall Hobart

4031 S. Spring St., Greensboro, N. C.

Jinnette, Isabella Bentonville, N. C.

Ricks, Katharine C. Guilford College, N. C.

SENIOR CLASS

Bangs, Eleanor Grace 40 Union St., Deep River, Conn.

Beasley, Rachel Hilda Pilot Mountain, N. C.

Blair, Edward Pugh .. 1007 Asheboro St., Greensboro, N. C.

Braxton, Wilbert Leo Snow Camp, N. C.

Brown, Bera Arlita 203 E. Green St., High Point, N. C.

Bunn, James Allen Spring Hope, N. C.

Carson, Jesse C., Jr. Germanton, N. C.

Cathey, Sophia Cecile Davidson, N. C.

Chisholm, Herbert Dillard Route 1, Ramseur, N. C.

Cholerton, Ira Sheppard Dimock, Pa.

Clayton, Lucy Virginia Route 1, Rural Hall, N. C.

Clinard, Ada Ann Wallburg, N. C.

Cochran, Jean Dorothy Kernersville, N. C.

Frazer, Ava Fish Box 7, West End St., Richmond, Va.

Gray, Annie Elizabeth Box 126, Rutherfordton, N. C.

Grimsley, Eleanor Shields Route 4, Kernersville, N. C.

Guthrie, Edna Rodema Route 1, Snow Camp, N. C.

Hackney, James Carlyle, 403 N. Cedar St., Greensboro, N. C.

Hassell, Grace Elizabeth Jamestown, N. C.

Holton, Mabel Nicholson Yadkinville, N. C.

Kimrey, Josephine Route 6, Mebane, N. C.

Kimrey, Pearle Route 6, Mebane, N. C.

Lineberry, Maude Route 1, Siler City, N. C.

Love, John Norwood Amory, Miss.

Mackie, Wade Yadkinville, N. C.

McVey, Elizabeth Dolores Route 3, Snow Camp, N. C.

Money, Charles Brodie Route 3, Yadkinville, N. C.

Newlin, Dayton Gilbert Route 1, Saxapahaw, N. C.
 Pierce, William Arrell Route 1, Hallsboro, N. C.
 Pittman, Mary Elizabeth Route 4, Kenley, N. C.
 Plummer, Julia M. Box 120, Denton, N. C.
 Silver, Blanche Horse Shoe, N. C.
 Slate, Margureite Priscilla Mizpah, N. C.
 Stafford, Lottie May Route 2, Greensboro, N. C.
 Strickland, Imogene Route 2, Bailey, N. C.
 Trivette, Edith Irene Guilford College, N. C.
 Warner, Margaret Annabel West Grove, Pa.
 White, Allen Jesse Route 1, Belvidere, N. C.
 White, James Harold Climax, N. C.
 Wildman, Robert Walton Cedarville, Ohio
 Williams, H. Sinclair 65 W. Corbin St., Concord, N. C.
 Wineken, Grace Elizabeth Saluda, N. C.
 Wolff, Dorothy Alice Friendly Road, Greensboro, N. C.

JUNIOR CLASS

Allen, Charles Fletcher Snow Camp, N. C.
 Allen, Frank Pope 615 Linden St., Camden, N. J.
 Bailey, William Fleming Box 627, High Point, N. C.
 Beachum, Marie Star, N. C.
 Beamon, William Linwood .. Route 6, Elizabeth City, N. C.
 Brendall, Earl Hall Route 3, Greensboro, N. C.
 Bridger, James Matthew Route 1, Carrsville, Va.
 Bumgarner, Olive Wilkesboro, N. C.
 Cannon, Mary Adeline Guilford College, N. C.
 Conrad, Jewell Mock Route 2, Winston-Salem, N. C.
 Conrad, Mildred E. Route 2, Winston-Salem, N. C.
 Davis, Sarah Augusta Concord, N. C.
 Farlow, Junius Kemp Guilford College, N. C.
 Fong, Wellington David Renfrew, Ontario, Canada
 Garner, Simpson King, N. C.
 Greene, George Prall 19 Water St., Belvidere, N. J.
 Haworth, Elvin Herman Danville, Ind.
 Hiller, Ruth Ida Prospect Road, Mattapoisette, Mass.
 Hire, Albert William Route 1, Winston-Salem, N. C.

Holder, Lillian A.	Route 1, Tobaccoville, N. C.
Hyatt, Harvey Edward	Route 1, Siloam, N. C.
Jamieson, Robert Bashford	Waldick, N. J.
Johnson, Mary Helen	Box 97, Ridgecrest, N. C.
Jones, Carl White	High Point, N. C.
Lindley, James Marvin	Snow Camp, N. C.
Lynn, Melvin H.	Route 1, Dallas, N. C.
Milner, Charles Fremont	Leesburg, Ohio
Nelson, Onis M.	Guilford College, N. C.
Newlin, Harvey Roseland	Snow Camp, N. C.
Parker, Elizabeth Graham	Black Mountain, N. C.
Parsons, David Henry, Jr.,	
	614 W. Farris Ave., High Point, N. C.
Phillips, Jesse Amos	Leaksville, N. C.
Raiford, Morgan B.	Franklin, Va.
Richardson, Mary Gray	Route 1, Reidsville, N. C.
Roach, Esther Flora	621 S. Scales St., Reidsville, N. C.
Swaim, Ethel Maria	Route 3, Kernersville, N. C.
Thompson, Aliene	P. O. Box 175, Watha, N. C.
Turner, Catherine Henley	Guilford College, N. C.
Wellons, Harry Alvah	Sedley, Va.
Woody, William Waldo	Highfalls, N. C.

SOPHOMORE CLASS

Abel, Lewis Hamilton	Verbank, N. Y.
Adams, Earline	Greensboro, N. C.
Alexander, Elizabeth	Jamestown, N. C.
Askew, Rose Elizabeth ..	303 S. Dawson St., Raleigh, N. C.
Bane, Elinor Glynn	Denton, N. C.
Bass, Sam	Box 64, Black Creek, N. C.
Bell, Richard Paul	Pleasant Garden, N. C.
Bell, Rosa Lee	510 Wise St., High Point, N. C.
Budd, H. Marshall	Clinton Corners, N. Y.
Bumgarner, Flora	Route 1, Wilkesboro, N. C.
Burton, Mildred Dee	High Point, N. C.
Carter, Frances Evelyn	Toccoa Falls, Ga.

- | | | |
|-------------------------------|----------------------------|----------------------------------|
| Clodfelter, Edward Parrish | ..... | Route 3, High Point, N. C. |
| Copeland, James William | ..... | Woodland, N. C. |
| Cox, Esther Lee | ..... | Route 2, Goldsboro, N. C. |
| Cox, J. Elwood II | ... 803 W. Farris Ave., | High Point, N. C. |
| Cox, Rufus Carson | ..... | Guilford College, N. C. |
| Crews, Rubye Elizabeth | ..... | Walkertown, N. C. |
| Davis, Clarence LeRoy | ..... | Yadkinville, N. C. |
| Ellington, Nell Louise | ..... | High Point, N. C. |
| Fulk, R. Vernon | ..... | Pinnacle, N. C. |
| Gouger, James Blaine | ..... | Box 222, Blainstown, N. J. |
| Hardin, George Coble | ..... | Y.M.C.A., Greensboro, N. C. |
| Higgins, James Silvester | .. | Route 1, Guilford College, N. C. |
| Hole, Morlan Newcomb | ..... | Guilford College, N. C. |
| Hollowell, Maud Angeline | ..... | Route 2, Princeton, N. C. |
| Houck, Thomas H. | .. 1328 W. 4th St., | Winston-Salem, N. C. |
| Johnson, Lillian Edna | 203 S. Main St., | Asheboro, N. C. |
| Karlsson, Yrjö Lainén Nikolai | | |
| | 323 McIver St., | Greensboro, N. C. |
| Kearns, Sarah Stuart | ..... | Route 2, Asheboro, N. C. |
| Lane, Martha Elizabeth | ..... | Route 1, Belvidere, N. C. |
| Lewis, Talmage | ..... | Route 1, Winfall, N. C. |
| McCanless, Elma Rodema | ..... | Route 1, Greensboro, N. C. |
| Marshburn, Ruth Mildred | ..... | Guilford College, N. C. |
| Mears, Robert Fuller | ..... | Dodd Road, St. Paul, Minn. |
| Miller, Leroy, Jr. | ..... | Linwood, N. C. |
| Mitchell, Thomas Roy, | 1310 Bothwell St., | Greensboro, N. C. |
| Moore, Harris Conrad | ..... | Liberty, N. C. |
| Neal, Odell Thomas | ..... | Meadows, N. C. |
| Newlin, Wendell | ..... | Saxapahaw, N. C. |
| Otwell, Eunice Henley | ..... | Route 2, Ahoskie, N. C. |
| Patterson, Errett D. | ..... | Route 1, Pipers Gap, Va. |
| Peacock, Marion Brantley | ..... | Roper, N. C. |
| Pegram, Margaret Hanner, | Route 1, Guilford College, | N. C. |
| Pratt, John Walker | ..... | Leaksville, N. C. |
| Purnell, Harold A. | 17 N. 32 St., | Camden, N. J. |
| Reynolds, William Nathan | ..... | Guilford College, N. C. |

Robert, Ava Margaret	Route 1, Marion, S. C.
Sapp, Doris Evelyn	Route 6, Winston-Salem, N. C.
Sawyer, Hugh Alton	148 Orchard St., Mt. Airy, N. C.
Sigmon, Nadine	Route 2, Newton, N. C.
Smith, Samra	Guilford College, N. C.
Sutton, Joseph Rogers	323 Tate St., Greensboro, N. C.
Swaim, John Curtis	Route 3, Kernersville, N. C.
Taylor, Rebecca Beatrice	Germanton, N. C.
Teague, Millicent	Guilford College, N. C.
Thompson, Ivan	Snow Camp, N. C.
Tonge, William Massey	Belvidere, N. J.
Trivette, Herman F.	Guilford College, N. C.
Trivette, Tom Franklin ...	Box 1825, Winston-Salem, N. C.
Turner, Henry Clay	Guilford College, N. C.
Weisner, John Winfred ..	1009 Martin St., Greensboro, N. C.
Welch, Clara Belle	151 Church St., Mt. Airy, N. C.
Werner, Frank Erwin, 2822	Masonic Drive, Greensboro, N. C.
West, David Hickman, 225	W. Broad St., Paulsboro, N. J.
Weston, Everett Len	Guilford College, N. C.
White, Martha Gray	Guilford College, N. C.
Whitehead, James Arthur	
	201 S. Hamilton St., Leaksville, N. C.
Wiley, Annie Evelyn	Route 3, Greensboro, N. C.
Williams, John Hugh	65 W. Corbin St., Concord, N. C.

FRESHMAN CLASS

Allen, Gerald Lowell	Snow Camp, N. C.
Baker, Bryant Niles	Route 1, Wentworth, N. C.
Basnight, Thomas Gray, Jr.	Stokes, N. C.
Biddle, Charles M., III	Riverton, N. J.
Bivens, Rena	Route 3, Vonore, Tenn.
Bivens, Vina	Route 3, Vonore, Tenn.
Blackburn, James Norville	Route 3, Greensboro, N. C.
Blair, Eleanor Eunice ..	901 Redding St., High Point, N. C.
Bowen, Jesse Gray, Jr.,	
	462 Lockland Ave., Winston-Salem, N. C.

Brett, Herbert M. Winton, N. C.
Brown, Evan Charles,

1327 Irving St., N.W., Washington, D. C.

Bryan, Estella Gladys Route 2, Goldsboro, N. C.

Burgwyn, John Griffin Woodland, N. C.

Butler, Lillie Murphy Guilford College, N. C.

Cavanaugh, Virginia LeVancey...Route 1, Jacksonville, N. C.

Chilton, Ethel Ararat, N. C.

Clapp, Ruth Amy Route 2, Greensboro, N. C.

Cobb, James Sydney, Jr. Windsor, Va.

Coble, Randolph Ladd Snow Camp, N. C.

Collier, William Garvin,

507 Hillside Drive, Greensboro, N. C.

Coltrane, Solomon Route 1, Greensboro, N. C.

Copeland, Walter Guilford College, N. C.

Cox, Eldon Edward 417 S. Cox St., Asheboro, N. C.

Cullipher, Milton Vance Merry Hill, N. C.

Curry, Willie Clec Route 1, Kernersville, N. C.

Denny, A. George Route 5, Greensboro, N. C.

Dodson, Nell Marshall, N. C.

Durham, David William Graham, N. C.

Durham, Mildred Tysor Snow Camp, N. C.

Edgerton, William Benbow

904 Lakeview St., Greensboro, N. C.

Ezzell, Lauriston Lee Box 282, Concord, N. C.

Farlow, Catherine Elizabeth Route 1, Sophia, N. C.

Farmer, Maurice Route 1, Mt. Olive, N. C.

Flynn, Helen Roseboro, N. C.

Fulk, George Allen Route 3, Pilot Mountain, N. C.

Fulp, James Parker Kernersville, N. C.

Fuquay, Ruth Love Guilford College, N. C.

Glisson, Jack Vinson .. 403 Magnolia St., Goldsboro, N. C.

Goins, R. J., Jr. Route 3, Jamestown, N. C.

Gregg, Frances Friendsville, Tenn.

Griffin, David Starr Woodland, N. C.

Griffin, Theodore E. Snow Camp, N. C.

Hill, Jason Carson, 312 S. Hamilton St., High Point, N. C.
 Hodgins, Julia Blair Guilford College, N. C.
 Hunt, D. Jack Friendship, N. C.
 Jarrett, Sarah Lucy Route 2, High Point, N. C.
 Johnson, Elbert Le Grande

304 Aycock Drive, Greensboro, N. C.

Koontz, Howard Welcome, N. C.
 Kuykendall, Joseph Earl Cruso, N. C.
 Leonard, Elva Ida Thomasville, N. C.
 Lewis, Imogene Lassiter Mechanic, N. C.
 Linker, Will Mac 31 White St., Concord, N. C.
 Lollar, Alma Rutherfordton, N. C.
 Long, Thurman L. Guilford, N. C.
 McCollom, Gertrude Esther Route 2, Gibsonville, N. C.
 McGee, Willie Lou Mount Airy, N. C.
 McGinnis, Mamie Rose .. 214 W. 12th St., Salisbury, N. C.
 MacKenzie, Charles A. 822 N. 34th St., Camden, N. J.
 Martin, Stuart McGuire Severn, N. C.
 Matthews, Leonard W. Stoneville, N. C.
 Mears, Clarence Plin Dodd Road, St. Paul, Minn.
 Mears, Gertrude Norma Dodd Road, St. Paul, Minn.
 Morrow, James Paul Brevard, N. C.
 Myrick, John Freeman

1307 Spring Garden St., Greensboro, N. C.

Neave, William Rufus Route 1, Box 67, Ivor, Va.
 Newlin, Orpha Mildred Saxapahaw, N. C.
 Newman, William Alvis Main St., Reidsville, N. C.
 Painter, Ruth Marie Route 2, Gibsonville, N. C.
 Parker, George Conrad George, N. C.
 Parker, Julia Garnet George, N. C.
 Parks, Jack Ramseur, N. C.
 Pastine, Ralph 23 Linden St., N. Bergen, N. J.
 Perkins, Rachel Sophronia Route 1, Goldsboro, N. C.
 Phibbs, Ernest Hamilton Brown Summit, N. C.
 Phillips, Naomi C. Route 5, Winston-Salem, N. C.
 Poindexter, Harold Oscar Route 1, Rural Hall, N. C.

- Pollock, Theodore 1318 Delaware St., Paulsboro, N. J.
 Pringle, Margaret 1017 Spring St., Rocky Mount, Va.
 Redding, Clyde Hartgrove Mizpah, N. C.
 Reid, Edward E. Dobson, N. C.
 Reynolds, David Richard Guilford College, N. C.
 Riddle, Felsie Kathleen Graham, N. C.
 Ridge, George Finch Route 2, Greensboro, N. C.
 Roach, Howard Dewey Box 627, Reidsville, N. C.
 Rollins, Tom Route 2, Jonesboro, N. C.
 Royal, Grady Frank Yadkinville, N. C.
 Rudd, Seneca Rogers Route 5, Greensboro, N. C.
 Rudisill, H. FredLincolnton, N. C.
 Settan, Robert E. 319 McIver St., Greensboro, N. C.
 Shaen, Edward 3129 River Ave., Camden, N. J.
 Sheetz, Genevieve E. . . 211 E. Green St., High Point, N. C.
 Siehol, William Richard Southbridge, Mass.
 Singletary, William Currie Clarkton, N. C.
 Sink, Von G. Route 1, Lexington, N. C.
 Spivey, Sarah E. Guilford, N. C.
 Srofe, William Leesburg, Ohio
 Stack, Cleo Catherine
 814 E. Sprague St., Winston-Salem, N. C.
 Stewart, J. Mark, 1910 Spring Garden St., Greensboro, N. C.
 Stimson, James Horace,
 2224 Spring Garden St., Greensboro, N. C.
 Surratt, Clewell Route 2, Greensboro, N. C.
 Tayloe, Elizabeth Ila Aulander, N. C.
 Taylor, Martha Rebecca
 1131 Johnson St., High Point, N. C.
 Teague, Leona Dixon Snow Camp, N. C.
 Teague, Margaret Mozelle Snow Camp, N. C.
 Tesh, Joe Adam Route 5, Mt. Airy, N. C.
 Thorne, Thelma Wayne Elm City, N. C.
 Trogdon, Jesse Gordon Ramseur, N. C.
 Trogdon, John Ward Ramseur, N. C.
 Venable, Rex Wayne Ararat, N. C.

Ward, Charlie Lee	Route 2, Ramseur, N. C.
Ward, Ralph Beasley	182 S. Union St., Concord, N. C.
Ward, Sarah Louise	117 W. Queen St., Edenton, N. C.
Weston, William Albert	Guilford College, N. C.
White, Ernest Kenedy, 225 Florence St., Greensboro, N. C.	
White, Hazel Elizabeth	Belvidere, N. C.
White, Johnnie S. N.	Belvidere, N. C.
White, Priscilla Henryanna	
	1044 W. Market St., Greensboro, N. C.
Wiley, Frances	Route 3, Greensboro, N. C.
Wilkie, Gordon Wilbert	Gulf, N. C.
Wilson, Richard	1600 Philips Ave., Greensboro, N. C.
Wilson, Robert Booker	
	425 Hillcrest Drive, High Point, N. C.
Winchester, Margaret Elizabeth, Route 2, Summerfield, N. C.	
Womble, James Carson	Pittsboro, N. C.
Wray, Emla	515 East Park Ave., Winston-Salem, N. C.
Wray, Eunice Kersey	
	515 East Park Ave., Winston-Salem, N. C.
Younce, Donnie Vestal	Route 1, Thomasville, N. C.
Yow, Howard Baach	Route 3, Greensboro, N. C.

IRREGULAR STUDENTS

The following students have completed a four-year high school, but have not acquired regular class standing:

Bevill, Lois	Brown Summit, N. C.
Bouton, Philip Irving	Blairstown, N. J.
Buchanan, Mary Belle	315 Chatham St., Sanford, N. C.
Bumgarner, Pauline	Wilkesboro, N. C.
Coble, Roland DeWitt, 124 W. Lebanon St., Mt. Airy, N. C.	
Conger, Luther Rankin ..	542 Davie Ave., Statesville, N. C.
Cooke, Mary Edith	Pilot Mountain, N. C.
Finch, Jesse Lee	Guilford College, N. C.
Fulk, Roy Kermit	Route 1, Pinnacle, N. C.
Jones, George White	Guilford College, N. C.
Jones, Lucille Cordelle ..	Bessemer Branch, Greensboro, N. C.

Knight, Ethel	Guilford College, N. C.
Milner, Howard E.	Guilford College, N. C.
Newman, Fred ..	2324 Fairway Ave., Winston-Salem, N. C.
Oehman, Mabel Gertrude	Tobaccoville, N. C.
Parsons, Duncan Martin	Candor, N. C.
Rasely, Horace H.	333 Water St., Belvidere, N. J.
Satterfield, Alexander Tex	Mount Airy, N. C.
Silber, Daniel George Charles, 328 Engard Ave., Delair, N. J.	
Slayton, Ottie Elizabeth	Spray, N. C.
Thomas, Minnie	Belltown, Tenn.
Turner, William Henry	
	2733 Patterson Ave., Winston-Salem, N. C.
Ward, William Benton	182 S. Union, St., Concord, N. C.
Webster, Frank Nelson	Haw River, N. C.
Wilson, James Pitt	Ramseur, N. C.
Winesette, Lemuel	905 McGee St., Greensboro, N. C.
Winslow, Sara Maie	Belvidere, N. C.
Woodard, Joseph Foster ...	3536 Grove Ave., Richmond, Va.

SPECIAL STUDENTS

Cockman, Mrs. Myrtle	Ramseur, N. C.
Matlock, Ora Cornelia, Music	Guilford College, N. C.

SUMMER SCHOOL ONLY

1931

Basnight, Thomas Gray, Jr.	Stokes, N. C.
Blair, Eleanor Eunice, 901 Redding St., High Point, N. C.	
Cude, Isabel Cox	Colfax, N. C.
Ellis, William John	Goldston, N. C.
Frazer, Ava Fish	Va. Union University, Richmond, Va.
Haworth, Lucille	West Davis St., Burlington, N. C.
Jones, George Carroll	316 10th Ave., Charlotte, N. C.
Kelly, James Robert	814 Eugene St., Greensboro, N. C.
Millis, Ida Eleanore	Guilford College, N. C.
Milner, Howard	Leesburg, Ohio

Phillips, Marguerite	Bennett, N. C.
Pittman, Mary Leigh	Whitakers, N. C.
Reynolds, J. Paul	Guilford College, N. C.
Ricks, Katharine Crenshaw	Guilford College, N. C.
Selly, Daniel Cecil	Hamlet, N. C.
Thomas, Mary Irene	Guilford College, N. C.
Willard, Melvin C.	
10th and Lawrence Sts., Greenville, N. C.	

INDEX

Academic Calendar	3	Chemistry	
Administration	5	Description of Courses ...	33
Administrative Boards	4	Choir	76
Admission		Chorus	76
Elective Subjects	21	Christian Associations	75
Required Subjects	20	Church History	13
To Advanced Standing ...	22	Classification, Changing of..	27
Advisory Committee	4	College, Origin of	13
Alumni Association	81	College Officers	5
Athletics		Commercial Courses	39
Association for Men	78	Commercial Fees	91
Association for Women ...	79	Committees	
Courses in	65	Advisory	4
Fields	18	Faculty	6
Important Regulations ...	78	Girls Aid	4
Biblical Literature		Trustees	5
See Religion	70	Conduct	94
Biology		Courses of Study	24, 30
Courses, Description of ...	30	Courses, Outline of	30
Equipment	33	Debating Council	77
Board of Trustees	4	Degrees	23
Standing Committees of ..	5	Conferred in 1931	86
Bryn Mawr College	83	Diploma in Music	57
Buildings and Grounds		Domestic Science	52
Archdale Hall	16	Dormitories	16, 17
Athletic Fields	18	Dramatic Council	77
Cox Hall	17	Economics and Business	
Founders Hall	16	Courses in	36
Gymnasium	18	Fees	91
King Hall	17	Education, Courses in	39
Laboratories	18	Electives	21
Library	17	Employment	93
Meeting House	18	Endowment	19
Memorial Hall	16	Engineering	29
Museum	18	English	
New Garden Hall	16	Description of Courses ...	44
Y.M.C.A. Hall	16	Entrance Units Specifications	20
Business, Courses in	39, 42	Expenses	89
Calendar	3	Expression	
Campus	15	Outline of Courses	46
Changing Classification	27	Fees	91

Extra Hours	28	Location	15
Faculty	8	Mathematics	
Faculty Committees	6	Description of Courses ...	55
Farm	15	Medical Courses	29
Fees (see also Expenses)		Meeting House	18
Business	91	Ministerial Students	93
Deposit	89	Museum, the	18
Expression	91	Music	
Laboratory	89	A Capella Choir	62, 76
Late Registration	90, 92	Applied Courses	60
Library	89	Community Chorus	76
Music	90	Outline of Courses	57
Special	90	Federated Music Club	76
French		Fees	61, 62
Description of Courses ...	72	Organizations	76
General Information	95	Outline of Courses	57
Geology		Piano	60
Outline of Courses	47	Violin	62
German		Theoretical Courses	59
Description of Courses ...	48	Voice	61
Girls' Aid Committee	4	New Garden Boarding School	13
Grading of Students	26	New Garden Hall	16
Graduation	23	Officers of Administration ..	5
Grounds	15	Organizations	75
Guilford College	13	Outline of Courses	30
Guilfordian	77, 82	Payments	91
Haverford College	83	Philosophy	62
High Honors	85	Physical Education	65
High School Contests	87	Physics	
History and Political Science		Outline of Courses	67
Description of Courses ...	49	Equipment	69
History of the College	13	Policy	14
Home Economics		Political Science	49
Courses in	52	Pre-engineering	29
Honors		Pre-law	29
Awarded in 1930-1931 ...	87	Pre-medical, etc.	29
List of	84	Prizes	
Hygiene	67	Awarded in 1930-1931 ...	87
Index	108	List of	84
Irregular Students	22, 105	Professional Courses	29
Laboratories	18	Publications	
Late Registration	90, 92	Guilford College Bulletin .	82
Library	17	Guilfordian, The	82
Literary Societies	75	Quaker, The	82
Loan Funds	93	Students Directory	82

Psychology	68	Rules Governing Electives ..	23
Quality Points	27	Scholarships	
Refunds	91	Awarded in 1930-1931 ...	87
Register of Students	97	List of	83
Registration	92	Sociology	74
Regulations Governing		Special Students	22
Payments	91	Standing Committees	5-6
Religion, Courses in	70	Student Activities	79
Religious Education	70	Student Employment	93
Religious Influence	15	Students, List of	97
Religious Workers	29	Student Organizations	75
Requirements for Admission.	20	Study, Course of	24
Requirements for Graduation	23	Summer School	96
Romance Languages		Thesis	28
French	72	Trustees, Board of	4
Rooms	92	Y.M.C.A. and Y.W.C.A.	75



V, 25 1903

1902

Deep River Quarterly Meeting, through Alice Paige White, reports a number of educational addresses from members of the faculty of Guilford College and others. On the eleventh of September, just before the opening of the Allen Jay School, Springfield had a special educational rally. The income from the Tripp Fund, \$71.59, was apportioned among four of the members of Deep River Quarterly Meeting who were attending Guilford College. The Women's Auxiliary of High Point contributed \$100.00 towards the tuition of two girls at Guilford.

New Garden Quarterly Meeting reports that of the students from this meeting who benefited by the Tripp Fund to the amount of \$67.01, four were honor students in the freshman and sophomore classes.

The work of Guilford College will, of course, be reported in the report of the college, but we should like to call attention to the cooperation which has been secured through Dean Milner from the clerks of the various monthly meetings. From them the college has secured a list of all the members of the meetings who were high school students with a possibility of going to college. The clerks and Lewis McFarland have given splendid cooperation in making this an accurate and valuable list. The college has sent personal letters to all these young people in an attempt to induce them to attend college. Catalogues and literature have also been sent to every minister in the Yearly Meeting in the expectation that they would cooperate in stimulating the young people of their congregation to attend college.

While we have no accurate statistics on this point, we know that a large number of educational addresses and educational services have been held by ministers of different churches. For example, Greensboro Meeting held last year, as it has for four or five years, an educational service to which all members of the meeting who are engaged in education either as students or teachers are specially invited. A speaker from the outside is obtained and a very interesting service is held.

In general we feel that the interest in education is stronger than ever before and that we have facilities of which we may be proud for providing education for our young people.

Respectfully submitted by the Committee on Education,

Philip W. Furnas, Chairman.

60. The following report of the Advisory Board of Guilford College was read and approved:

REPORT OF THE ADVISORY BOARD OF GUILFORD COLLEGE

The Advisory Board has met as usual during the past year.

Out of funds at our disposal, \$1,000 was given by the board to the College Library for the purpose of securing additional book stacks and further equipment needed for putting the library in good condition.

A desk chair for the registrar, napkins for the use of college guests, and bed coverings for the guest room were also purchased.

With the co-operation of the Girls' Aid Committee, two folding beds and springs for 48 beds were bought for New Garden Hall.

In order to start a fund for our centennial celebration in 1937, a Quaint Quilt Tea was held at Guilford College during July, which proved successful both in attendance and in a financial way. Thanks are due to the many friends in the surrounding communities who helped us in the undertaking.

We wish to again record our deep appreciation of the co-operation of our friend J. Elwood Cox in this work.

The terms of service of Helen Binford, Notre Johnson, Roxie White and Elva Blair expire at this time. We ask that the vacancies be filled by the Nominating Committee.

Mary M. Petty, Chairman,
Myrtle Tomlinson, Secretary.

61. Dr. Raymond Binford presented his annual report as President of Guilford College. The report was approved and is as follows:

THE FORTY-FOURTH ANNUAL REPORT OF THE PRESIDENT
TO THE BOARD OF TRUSTEES OF GUILFORD COLLEGE

It is in the activity of the faculty that we find the greatest contributions to the progress of the college during the past year. At no time in my knowledge of the college have members of the faculty been called upon so extensively for service to our community and to society at large.

Within the college, they have made two outstanding contributions to the progress and the maintenance of the institution. In the first place, they have continued their work in the reorganization and improvement of our methods of instruction in connection with the new curriculum of the college.

In the second place they have made a donation of \$6,733.50 to the operating budget for the year. They have also voluntarily agreed to an indefinite postponement of the payment of one-fifth of their salaries.

Attendance

Some outstanding facts are observed in the attendance of the college for the year. First, eight more students have been enrolled during the past academic year than in any previous year. This increase was due largely to the greater number of day students, most of whom were men from the city of Greensboro. During the regular academic session, fifty-three more men than women were registered. In the second place, our attendance is being drawn from a wider geographical area. Fourteen states, the District of Columbia, and two foreign countries were represented in the student body. Forty-six of the students came from outside of North Carolina. Within our own state, forty-five counties were represented in the student body. There was also a wide distribution among religious organizations. We had students from nineteen different denominations. There were ninety-seven Friends, seventy-six Methodists, fifty-three Baptists, and twenty-seven Presbyterians. A wide representation of the yearly meetings is also noted. Members of seven yearly meetings were included. Every quarterly meeting in the North Carolina Yearly Meeting was also represented.

Enrollment for regular academic year	313
Those who attended summer school only	17
Total enrollment for the year	330
Men	183
Women	130
Boarding students	238
Day students	75
Friends	97
Enrollment for summer, 1931	49
Enrollment for first semester	302
Enrollment for second semester	274
Graduate students	3
Seniors, including all who graduated in 1932	50
Juniors	35
Sophomores	70
Freshmen	127
Irregular	28
Special	2

The Library

There has been a net increase of 1,002 books to the library collection. For the first time the library has been kept open in the evening throughout the year. This has greatly increased its value to the faculty and students, and they have used it more extensively than before. Not only has the attendance increased, but the num-

ber of withdrawals for special work has also increased. During the year there were 22,722 withdrawals of books. This decided increase in the use of the library during the past three years indicates a real intellectual awakening in the life of the college.

The Passing of Leaders

It is with a mingled sense of loneliness, loss and a new consciousness of responsibility that we turn from this record of progress to record the passing of two of our greatest leaders—two men who from their childhood have been intimately associated with Guilford College.

Dr. Lewis Lyndon Hobbs was born on May 17, 1849, about a mile west of the college. In 1864, at the age of fifteen, he entered New Garden Boarding School. Eight years later he entered Haverford College, from which he graduated in 1876. That same year he was employed as a teacher at New Garden Boarding School. He continued in the service of the institution from that time until the date of his death, on May 13, 1932.

J. Elwood Cox was born November 1, 1856, and came to New Garden Boarding School with his parents in 1859. Thus, at three years of age, he became intimately associated with the life of the college and maintained a live and active interest in it until the time of his death on March 29, 1932. On August 11, 1894, Elwood Cox was elected to the Board of Trustees. Nine years later, following the death of his brother, Dr. J. J. Cox, he was promoted, on August 6, 1903, to the chairmanship of the board, an office in which he faithfully served for nearly twenty-nine years. So intimate, so long, and so able have been the services of these two men that we can not think of Guilford College apart from them. To each of them I owe a great debt of friendship and love and sympathetic helpfulness. On Commencement Day, May 30, I expressed my estimate of the influence of these two men on the college in the terms which follow:

As we come to the final exercises of our academic year, we are keenly conscious of the absence of two men who have uniformly sat upon the platform with us—two men who from their childhood have been intimately associated with activities of our college—two men of great ability and force of character, who have been able to guide our people in large affairs and who have been faithful and unassuming in the small affairs of our daily life—two men who have carried the administrative burdens of the college, one as president of the faculty and the other as president of the board of trustees.

With the passing of Dr. Lewis Lyndon Hobbs and J. Elwood Cox, it seems that we have come to the close of a great era in the life of Guilford College and of North Carolina Yearly Meeting of the Society of Friends. The occasion calls for a re-estimate of values. Institutions are men in action. Institutional values are life values.

Dr. Hobbs often said that the college is like a person—it lives; it grows; it changes from year to year; but it also has characteristics that were born with it—qualities, which if you destroy, you destroy its own life. But an institution is not like just one individual. It is more like a composite personality. All of the individuals who participate in its life, contribute to its characteristics, build their thought and their convictions into its life. The students, as well as the homes from which they come, modify—enlarge or limit the possibilities of the life of the institution. The members of the faculty, as they work out its program, determine its standards, and make student contacts, build their lives into the characteristics of this composite personality, our college.

But the great influences that give character, permanency, continuity and consistency to the character of a college come from great men who become associated with it and stand by it through long years of service. Men who go from one institution to another may develop great reputations, may have wide influences in their times, but are apt to leave nothing very permanent in the life of any institution. The immortal men—I am speaking of immortal in a special sense here—are the men who stay by one institution through thick and thin, through prosperous years and through years of adversity, until the power of their lives becomes so deeply imbedded in the traditions and rules of the institution, that time can not eradicate it. It is important, therefore, if we are to understand ourselves, and are to understand the genius of the institution with which we have become associated, that we should observe the qualities which these two outstanding men have contributed to the life of our college, and to its composite personality.

First of all, these two men were fundamentally men of Christian character. They thought very differently; they gave very different expressions to their religious convictions; the tone of their religious thought was very dissimilar, but in one respect they were absolutely and fundamentally alike. They gave unswerving loyalty and perpetual faithfulness to the Christian organization of which they were members. Not only at Yearly Meeting time and on great occasions were they present with their people, but on every occasion. Every time I went to High Point Friends Meeting I expected to see J. Elwood Cox in his accustomed place, and always counted on a friendly greeting from him. On every Sabbath morning we knew we would see Dr. Hobbs sitting at the head of the meeting, unless illness prevented him, or he was out of the community on some important service. At every monthly meeting and every quarterly meeting, he would be present. Other things would not interfere. These men were able to control the details of life so that religious and spiritual occasions would be attended.

This quality of faithfulness, this habit of being true to the organization which claimed their loyalty, has been built by these men into the very atmosphere and thought of our college. "Faithful unto death" is the keynote—faithful to a high idealism; faithful to the organization that promotes that high idealism.

So we may expect Guilford College to be faithful to the church that founded it; faithful to the standards of Christian life as we have come to understand them; faithful to our intercollegiate obligations in scholarship, or athletics, or any other relationship.

Another characteristic in which these two men were alike was the characteristic of simplicity. They did not require excitement. It was not necessary for them to depend on somebody else to thrill them. Within the richness of their own characters, built upon sound and wholesome thought, enriched with the reading of the great authors, they found the satisfactions of life. Within themselves they had the resources to make life worth while; and in their own profound purposes and their own ideals of service they had a sufficient outlet to that richness of life.

So, on the campus of Guilford College, they naturally sought to build character which in itself is an answer to the mystery of life. Character that is founded on the most beautiful thought and the richness of the spiritual insight of all times—a character which makes one happy in the beauty of the trees and the landscape, the blossoming of flowers, and the singing of birds—a life that is satisfied in service rather than in show and excitement—Guilford College seeks the student who can respond to such an ideal and in whom such a fine fellowship can flourish.

Another quality that marked these two men was disciplined lives; a discipline founded upon high moral standards, free from harmful indulgences that waste life and incapacitate it for those higher and finer and more beautiful things that work themselves out in the well-ordered life.

On the Guilford campus it is the tradition that we should keep ourselves free from those indulgences that make life silly and frivolous, or light and vain—the well-disciplined life has by these men been built into the character of Guilford College.

Another quality was that of friendliness. Those who have undertaken to estimate the qualities of Dr. Hobbs and Elwood Cox, at the memorial services held for them, have made friendliness the keynote of their remarks. Samuel Haworth, at the funeral of Elwood Cox, pointed out to us that friendship was the most God-like quality of human character. It is very interesting to observe the large number of men and women who have counted these two men as their friends, and have felt the warmth and the strength of their friendship. It was but natural, therefore, that as they put their lives into the

college, they should so administer its affairs as to make those who come into its atmosphere feel that they have come into a friendly home.

That Guilford College is particularly a friendly group has been testified to by students who have come to us from other fellowships. We shall always wish to preserve this quality in the life of the institution so that everyone will feel that the road which leads to Guilford College is in reality "The Friendly Road."

It is but natural that men of such strong character should require of the institution which they directed that it should stand for integrity—integrity of scholarship, integrity of conduct, integrity of equipment, integrity in the appeal it makes for support.

These two leaders have been worthy of the Society of Friends which nurtured them, and they have given character to an institution of learning which is to promote the high idealism and the stern standards of honesty and conduct which have characterized the Quakers. We find, then, in our estimate of values, that we have a college that is fundamentally Christian and faithful to Christian institutions; a college whose life is simple and emulates the life that is characteristic of the Christian home; a college of well-disciplined life that finds its expression in friendliness to others—not an affected courtesy, but a genuine appreciation of the life and value of others; and a college in which integrity is outstanding.

The Quakers have been pioneers. Pioneering has also marked the lives of the men whose characteristics we are considering. Elwood Cox did pioneer work in the building of an industrial city. He was also a pioneer in the industrial development of North Carolina. Likewise, Dr. Hobbs was a pioneer. He was with the leaders who changed the institution from a boarding school to a college. He was a pioneer in promoting intercollegiate games in the state. He did pioneering in co-education. He and Mrs. Hobbs did pioneering in the building of New Garden Hall, thus providing an unusual opportunity for girls of limited means to secure college training.

So the spirit of pioneering is in the institution. The college has taken the lead in recent years, in forming the North Carolina College Conference, and in the re-organization of the college curriculum and the formation of an educational program to meet needs of modern students.

For a long time, the liberal arts program in higher education was a limited program, the backbone of which was Greek, Latin, and mathematics, with metaphysics, natural philosophy and theology added as a sort of ornament. This limited program, which could be handled by a small faculty, was ideal for the development of the small college. But in the middle of the nineteenth century, the rapid expansion of the natural and social sciences brought into higher learning a great diversity of thought and research, which

led to a great multiplication of courses. These courses were classified into many departments, so that by 1920 the liberal arts program was so extensive and so highly departmentalized that no small college could carry the whole program, thus the liberal arts college became so complicated and diversified that it ceased to have any meaning or any clear-cut objective. It was "lost in the woods" and was rapidly becoming the adjunct of various professional schools. We had the pre-medical, the pre-law, the pre-engineering, and the pre-theological courses—and even pre-homemaking—and a great many other preliminary programs, so that the liberal arts curriculum had no significance in itself. It had no unity. The small college could not offer the diversity of courses. It could not employ the specialists necessary to teach them. When a student had completed this hodge-podge of courses he had no unified vision or any coherent philosophy of life. This was the situation which faced Guilford College in 1920, and every other small college in America. It was the great problem of the whole liberal arts curriculum.

So Guilford College began some pioneering in harmony with the spirit of its founders and its leaders. The problem was to bring together, and to harmonize this diversity of learning; to discover the relationships, to collect the diverging rays and focus them upon life; to find the way back to a unified philosophy; to give vision and a new direction of action to the bewildered student—to bring to the individual life some sense of direction.

To meet this new need of the student in higher education, Guilford College has been moving along two lines—first, the development of survey and orientation courses. The teacher who handles these courses must have a wide range of knowledge and sympathy. He must keep in touch with the experts in the various fields and bring their products together to show the trend of the whole modern thought and to form a new Christian philosophy so as to establish a sense of unity in the mind and life of the student.

The other line of progress has consisted of an effort to digest and outline the work in the different departments so as to state the objectives to be reached in the various fields of special study or research. We shall prepare syllabi setting forth these objectives and the methods for reaching them. This will make it possible for students to pursue their favorite lines of study with greater independence and freedom. We are trying to create the atmosphere of scholarship; we are increasing the library equipment; and we need greatly to increase the laboratory equipment for such a program. This will reduce the number of special courses that the members of the faculty will give. The specialists will be transformed from teachers of specialized courses to counselors and guides of the individual student in an independent effort to acquire scholarship along

some specific line of his own choice. It is believed that with a program of this kind the liberal arts college and the small denominational college will come to have a new significance and will make a new contribution to American civilization, and will become a powerful factor in reviving the faith and hope of the Christian way of life.

Financial Situation

The closing of the Commercial National Bank of High Point on January 18, 1932, threw upon us the necessity of a considerable readjustment of the administration of our finances. The Trust Department of this bank had, for several years, served as trustee of our endowment funds. After careful deliberation, it was decided to ask the Endowment Committee of the Board of Trustees to take the direct management of the endowment funds, and to transfer the bookkeeping to the treasurer's office at the college. A new bookkeeping machine has been purchased for the convenience of the treasurer, and the accounts are being set up under the direction of an expert accountant. Edgar T. Hole, the financial agent of the college, has devoted a great deal of time to assisting the trustees in their effort to become thoroughly acquainted with the investments, with the securities, and with the people who have borrowed from our funds. They now have things well in hand and reasonable progress is being made in collecting the interest and in settling the notes. The unprecedented decrease in real estate and stock values will no doubt make it difficult for the college to collect the face value of some of our endowment notes. It is hoped, however, that by careful management and sympathetic cooperation of all concerned, there may be no great depreciation in the actual value of our trust funds.

In the treasurer's report we are giving a list of the funds and the income from each. In spite of the financial reverses and the difficulty of collecting accounts and notes, the income during the year has been only \$3,574.11 less than the expenses for the year. This good showing, however, has been made possible very largely by the liberal donation received from the faculty.

The insistent financial problem that the administrator of the independent denominational college is compelled to face during the coming year is to find enough cash to operate the college and at the same time to keep the cost to the individual student down so that worthy young men and women can find some way to meet the college expenses. Any person who can help individual students directly or through the offices of the college will be doing a great service to the youth of 1932 and to the citizenship of our country in the years that are just ahead of us.

Raymond Binford, President.

August 5, 1932.

CONSOLIDATED BALANCE SHEET
GUILFORD COLLEGE, JUNE 15, 1932

Assets

Current Funds:

Cash and bank balances	\$ 6,313.97	
Accounts receivable	2,357.88	
Notes receivable less reserve for doubtful	3,769.69	
Inventories—supplies	10,448.46	
Due by other funds	4,795.09	
Prepaid interest	43.83	
	<hr/>	\$ 27,728.92

Endowment Funds:

Notes secured by mortgages	\$500,262.99	
Notes secured by stocks	5,722.28	
Notes—Operating Fund	21,000.00	
Funds held by trust companies	18,175.36	
Real Estate	13,900.00	
Stecks	30,000.00	
	<hr/>	589,060.63

Endowment Campaign Funds:

Notes receivable less reserve for doubtful	2,305.22
--	----------

Loan Funds:

Notes receivable less reserve for doubtful	\$ 29,285.99	
Due by other funds	257.67	
	<hr/>	29,543.66

Plant Assets:

Buildings	\$313,500.00	
Land	45,000.00	
Equipment	75,799.00	
	<hr/>	434,299.00

Total Assets	\$1,082,937.43
--------------------	----------------

Liabilities

Current Funds:

Accounts payable	\$ 22,448.73	
Notes payable	105,671.47	
Accruals and deferred items	3,943.18	
Due other funds	257.67	
	<hr/>	\$ 132,321.05

Endowment Funds:

Due bank for overinvested cash	10,545.78
--------------------------------------	-----------

Loan Funds:

Notes payable	\$ 4,000.00	
Due other funds	4,795.09	
		<hr/>
		8,795.09

Total Liabilities	\$ 151,661.92
-------------------------	---------------

Fund Balances:

Endowment funds	\$578,514.85	
Endowment campaign	2,305.22	
Loan funds	20,748.57	
Plant assets	434,299.00	
		<hr/>
	\$1,035,867.64	
Less deficit—current funds	104,592.13	
		<hr/>
		931,275.51

Total Liabilities and Fund Balances ..	\$1,082,937.43
--	----------------

Maud L. Gainey, Treasurer.

GUILFORD COLLEGE INCOME AND EXPENSES
FOR YEAR ENDING JUNE 15, 1932

Income

Educational and General:

Students fees, etc.	\$44,854.49
Endowment	24,762.59
Donations	14,391.63
Transcripts	51.00

Total educational, etc.	\$ 84,059.71
------------------------------	--------------

Auxiliary enterprises	62,142.08
-----------------------------	-----------

Grand total income	\$146,201.79
--------------------------	--------------

Expenses in excess of income	3,574.11
------------------------------------	----------

\$149,775.90*Expenses*

General administration	\$12,702.16
Instruction	52,778.71
Library	6,462.71
Campus	1,152.79
Insurance	3,570.09
Miscellaneous	133.23

King Hall	749.61	
Memorial Hall	1,892.73	
Library Building	765.26	
Y. M. C. A.	219.59	
Gymnasium	118.53	
Home economics rent	150.00	
<hr/>		
Total educational expense		80,695.41
Annuities	\$ 1,815.00	
Interest paid	6,056.35	
Financial promotion	4,131.49	
Scholarships	2,174.00	
Promotion	2,902.60	
<hr/>		
Total promotion, annuities, interest, etc.		17,079.44
<hr/>		
Total expense	\$ 97,774.85	
Auxiliary enterprises	52,001.05	
<hr/>		
Grand total		\$149,775.90

Maud L. Gainey, Treasurer.

GUILFORD COLLEGE ENDOWMENT FUNDS JUNE 15, 1932

Name of Fund	Principal	Income 1931-'32
Sarah E. Benbow, memorial	\$ 1,000.00	\$ 60.00
Addison and Mary Boren, memorial	1,100.00	33.00
Cecil J. Cloud	400.00	12.00
N. F. and Laura Farlow	6,000.00	216.58
J. Robert and Retta Hardin	1,000.00	30.00
N. Pauline Mendenhall	1,000.00	30.00
Ann E. E. Peele	500.00	15.00
May K. Symmes	1,000.00	30.00
Cora E. White	500.00	15.00
George W. and Mary E. W. White	5,000.00	
Elwood Cox	1,000.00	30.00
Cox Hall	5,000.00	
J. S. and M. D. Cox	5,000.00	150.00
Jonathan and Elizabeth Cox	15,000.00	750.00
Joseph J. Cox, memorial	3,500.00	210.00
Eula Dixon	1,017.69	43.78
English Endowment	300.00	
Franklin G. Frazier	11,413.62	571.77
Lucetta Churchill Frazier, memorial	1,675.00	50.25

Melvina Frazier	1,000.00	60.00
General	396,473.47	17,810.81
Girls Aid	1,652.91	99.20
Girls Home	6,040.83	241.22
Harriett Green	12,389.48	674.36
John B. Griffin	1,625.00	81.25
John B. Griffin, memorial	500.00	15.00
Fowell B. Hill	1,000.00	45.00
Nathan Branson Hill (Minn. Trust Co.)	5,000.00	312.12
Richard L. and Hettie Overman Hollowell	10,000.00	330.00
Nathan Hunt, memorial	1,500.00	45.00
Frances T. King	5,000.00	300.00
Rufus King, peace	47.45	2.84
Ella Lindley, memorial	5,000.00	300.00
Ezra Murray Meader	500.00	30.00
Elihu and Abigail N. Mendenhall, memorial ...	12,350.00	445.50
Nereus and Oriana Mendenhall		
Mathematics Scholarship	4,174.82	125.24
Oliver Woodson Nixon	25,000.00	750.00
Susanna Osborne	1,000.00	60.00
William F. Overman	900.00	54.00
Harriett Peek, memorial	1,000.00	60.00
Philadelphia (Provident Trust Co.)	10,000.00	425.00
Physical Education	350.00	
James Reynolds	400.00	
Richardson No. 2	3,175.36	97.85
Richard A. and Eliza C. Ricks, memorial	1,500.00	90.90
Josephine Leonard Robbins, memorial	1,000.00	54.10
Isaac Sharpeless, memorial	50.00	
Mary E. Starbuck, memorial	25.00	.75
Allen and Anna Tomlinson, memorial	250.00	7.50
Martha S. Tomlinson, memorial	600.00	18.00
Frances White	5,000.00	150.00
George W. White, memorial	1,000.00	19.67
Henryanna Hackney White, memorial	10,000.00	165.55
Henryanna Hackney White, scholarship	1,000.00	60.00
Mary J. White	150.00	9.00
Rufus and Lydia White, memorial	1,000.00	60.00
		<hr/>
		\$589,060.63 \$25,247.24

The income given here does not agree with the income from the endowment shown in the treasurer's report, because her report includes \$1,577.05 received from the Yearly Meeting Endowment Funds and does not include \$934.58 retained by the trust department for

expenses of handling the funds. Her report does not include \$135.00 income from the Building Funds belonging to the Advisory Committee and it does not include \$992.12 which was in the hands of the Trust Department of the Commercial National Bank of High Point on June 15th.

Dr. Binford called attention to a few outstanding facts of the work of the year. The total student enrollment was 330, during regular session, 313. Of this number 183 were men and 130 were women. A few years ago there were more women than men students. 97 of the students were Friends, having memberships in seven different Yearly Meetings.

62. Helen T. Binford presented the 43rd annual report of the Girls Aid Committee. She called attention to the growing desire of young women to attend college, so many of whom are financially unable to do so. A loan fund for girls has been inaugurated, the fund now amounting to \$1,000.00. A special committee is giving attention to the planting of shrubs and flowers around New Garden Hall. An offering, amounting to \$116.30, was received in the face of the meeting for the work of the committee. The report of the committee, together with financial statement, was approved, and is as follows:

REPORT OF GIRLS AID COMMITTEE

During the past several years the Girls Aid Committee has been finding it necessary to use whatever money came to it in making repairs to the building and heating plant. This year we find ourselves out of debt for past repairs, so we are planning to use any money we receive directly for the help of girls, though there are many things in the way of furniture replacements that are needed in the Hall.

Instead of using the money as gifts, we are planning to start a loan fund, so that it may continue to grow as time passes. The calls for financial help for students far exceed the funds available.

We are grateful to the Advisory Committee for a complete new set of springs for every bed.

The terms of office of May Cox, Evelyn Haworth, Ida Millis and Sarah Haworth expire at this time. We are asking the Nominating Committee to fill the vacancies.

Respectfully submitted,

Helen T. Binford, Chairman.

SUMMARY OF NEW GARDEN HALL FOR YEAR ENDING
JUNE 15, 1932

	Dr.	Cr.
Heat	\$ 599.34	
Janitor	14.20	
Lights	169.60	
Matron, nurse, treasurer	1,270.00	
Repair—material	76.68	
Repair—wages	140.35	
Receipts		\$3,290.00
Supplies	400.40	
Water	90.09	
	<hr/>	
	\$2,760.66	\$3,290.00
Balance (gain)	529.34	
	<hr/>	
	\$3,290.00	\$3,290.00

Maud L. Gainey, Treasurer.

COMBINATION OF GIRLS AID FUND AND NEW GARDEN
HALL FOR YEAR ENDING JUNE 15, 1932

	Dr.	Cr.
Heat	\$ 599.34	
Janitor	14.20	
Lights	169.60	
Matron, nurse, treasurer	1,270.00	
Repair—material	76.68	
Repair—wages	140.35	
Supplies	401.05	
Water	90.09	
Balance June 24, 1931		\$ 222.30
Received from endowment		364.42
Received from collection at Yearly Meeting		46.55
Received from sale Addison Coffin books		4.25
Received from rent		3,190.00
Received from donations		152.75
	<hr/>	
	\$2,761.31	\$3,980.27
Balance (credit)	1,218.96	
	<hr/>	
	\$3,980.27	\$3,980.27

Credit balance June 15, 1931, \$1,218.96.

Maud L. Gainey, Treasurer.

63. On behalf of the Board of Trustees D. Ralph Parker presented the following report which was approved:

FORTY-FOURTH ANNUAL REPORT OF THE BOARD OF TRUSTEES OF GUILFORD COLLEGE TO THE NORTH CAROLINA YEARLY MEETING OF THE SOCIETY OF FRIENDS

It is with satisfaction that we report to the Yearly Meeting that, notwithstanding the hardships and trials caused by the general financial depression, your college has carried on in the usual way and completed another year of satisfactory work.

The financial trials of the college have been many and were greatly added to by the closing of the two banks used by the college. The administration has been hard put to it to make ends meet, but the task has been made easier by the cooperation of all the teachers and officers. They have shown a splendid and admirable spirit of Christian sacrifice, for which we wish here to publicly commend and thank them. Out of their modest salaries they have donated to the college in the past year about *seven thousand dollars!*

The following persons have been employed as teachers and officers for the coming year: Raymond Binford, president; J. Franklin Davis, professor emeritus; Elwood C. Perisho, professor of Geology; J. Wilmer Pancoast, professor of Mathematics; Eva G. Campbell, professor of Biology; Samuel L. Haworth, professor of Biblical Literature and Religion; Algie I. Newlin, professor of History; Dorothy L. Gilbert, associate professor of English; Philip W. Furnas, professor of English; Max Noah, professor of Music; Eva Miles Newlin, associate professor of Modern Language; Elizabeth C. Bruce, associate professor of Home Economics; F. Carlyle Shepard, professor of Education; John P. Anderson, director of Physical Education for men; Elizabeth Anderson, director of Physical Education for women; Clyde A. Milner, dean of the College and professor of Philosophy; Ernestine Cookson Milner, director of Personnel and Vocational Guidance; James L. Fleming, associate professor of French; Gail Wilbur, instructor in Piano and Public School Music; H. A. Ljung, professor of Chemistry; Katharine C. Ricks, librarian; N. Era Lasley, registrar; Maud L. Gainey, treasurer; Edgar T. Hole, financial agent; Emily R. Levering, matron of New Garden Hall. Duane McCracken has been granted a leave of absence for another year on account of illness. E. Garness Purdom has been granted a leave of absence to study on his doctor's degree. He expects to be at the University of Michigan. The following positions are to be filled: temporary professor of Economics and Business, temporary professor of Physics.

It is with deep sorrow and a keen sense of loss that we record the passing during recent months of two leaders to whom we had become

accustomed to look for guidance in times of difficulty. J. Elwood Cox served faithfully for 29 years as chairman of this board. Lewis Lyndon Hobbs, the first president of the college, gave a lifetime of devotion to promoting the best interests of Guilford. Only those who were closely associated with them can adequately appreciate the important part these two strong characters played in making your college the solid institution that it is today.

The term of David White as trustee expires at this time. There is also a vacancy caused by the resignation of Zeno Dixon. These two places should be filled, and the trustees are united in recommending the appointment of David White and Elbert Russell as committeemen.

At a meeting of the trustees held March 18th, 1932, A. Wilson Hobbs, son of Lewis Lyndon Hobbs and dean of the College of Liberal Arts of the University of North Carolina, was appointed to fill the place on the board left vacant by the death of Henry A. White. The vacancy left by the death of J. Elwood Cox has not yet been filled.

On May 30th, Dudley D. Carroll was elected chairman of the board. David White, who has served faithfully and efficiently as secretary of the board for 30 years, was relieved of his duties as secretary so that he might have more time to devote to his duties as chairman of the Endowment Committee. The receiver of the Commercial National Bank has resigned as trustee for the endowment and trust funds, and the Endowment Committee of the Board of Trustees is now handling these funds. Walter Blair was elected secretary of the board to succeed David White.

Further details of the affairs of the College have been presented in the report of the president.

The Board of Trustees looks forward to the new year with a clear realization that there are many difficulties to be faced and many hard tasks to be done; but we look forward with faith, for we believe the work that Guilford College is doing is of the Lord and that the Lord will bless and help us in this time of need. We ask for the prayers and cooperation of every member of the Yearly Meeting.

64. Dudley D. Carroll, chairman of the Board of Trustees, made an appraisal of the great value of Guilford College to the young people who come to the institution as students. Three problems face the Trustees. The first one is financial. We have gone through the past year remarkably well. The second problem is the maintenance of high standards

of instruction. This problem, of course, is connected with the first one. The third problem is the maintenance of a way of life that will be wholesome and worth while. Changed conditions confront the young people of today, making it easy for them to be baffled and difficult for them to maintain composure and self-control. The Board of Trustees needs the sympathy and prayers of the Yearly Meeting.

65. The Printing and Program Committee was authorized to ascertain, if possible, the number of copies of Yearly Meeting minutes actually desired or required by subordinate meetings.

66. During the devotional half-hour Elbert Russell brought a challenging message, based on the words of Jesus, "Except your righteousness exceed the righteousness of the Scribes and Pharisees, ye cannot enter into the Kingdom of Heaven." These words came as a shock to His hearers, for the Pharisees were the best people of their day. But their righteousness was not sufficient. What is the standard of righteousness that Jesus would have us exceed? Certainly Jesus would say that our righteousness should exceed that of the ordinary business man and good citizen. It must exceed the common standards of business morality and social good form. Jesus would certainly want his followers to be more righteous than those of other religious faiths. Are we any better than the Moslems who glory in war? The word brother is the great word of Jesus. Secret orders are an indictment of our Christianity. We have allowed these fraternities to appropriate what we should have been practicing. Except our brotherhood exceed that of the fraternal orders we are falling short. The church should be on the firing line in defending the weak and in promoting justice. Here again we allow labor leaders to appropriate that which we should have been practicing. The zeal of communism should permeate the church. We cannot meet the challenge of communism unless we have an enthusiasm and spirit of sacrifice that transcends the enthusiasm and devotion of communism.

Guilford College Bulletin

SIXTEENTH SUMMER SESSION

at

GUILFORD COLLEGE

JUNE 6-AUGUST 7, 1933



ENTRANCE TO ADMINISTRATION BUILDING

Published bi-monthly
by
Guilford College
On the Friendly Road
North Carolina

GUILFORD COLLEGE, N. C.

ENJOY A PLEASANT SUMMER OF STUDY

THE beautifully shaded campus of Guilford College affords a cool and quiet environment in which academic work can be carried on with real pleasure.

The classes are small, which makes possible individual contact with the professors and which gives ample opportunity for the student to develop his own projects under expert guidance.

OBJECTIVES OF GUILFORD COLLEGE SUMMER SESSION

1. To afford college students an opportunity to continue and supplement their Liberal Arts college course in an A college.
2. To give to teachers courses that lead to certification.
3. To encourage leisure reading for and preparation of the cultural resource courses.

GAIN STANDARD COLLEGE CREDIT

The curriculum of the summer term is so planned that a semester's, and, in some cases, an entire year's course, is adequately covered. Guilford College has one summer session of nine weeks; thus a class reciting every day of the week fulfills the requirements for a semester's work. The student is allowed to take a maximum of ten credit hours. The courses offered during the summer session are numbered in accordance with the uniform plan of the college curriculum; for additional information on each of the following courses refer to the general college catalogue.

SCHEDULE OF CLASSES

Classes are scheduled to meet each week day morning from 7:45 to 12:15. There are five standard class periods before noon and three during the afternoon. The afternoon classes are scheduled from 1:15 to 4:00.

Summer School Assembly will meet each Wednesday morning from 11:50-12:15.

PHILOSOPHY 10. *Aesthetics; Appreciation of Art.*

Three hours credit.

Fifth period.
Mrs. Milner

PHILOSOPHY 103-104. *A Survey of Religious and Philosophical Thought.*

Six hours credit.

First and second periods.
Professor Milner

PHYSICAL EDUCATION

Courses in Physical Education for men and for women will be offered.

One hour credit.

4:00-5:00 each afternoon.

FRENCH

Professor Fleming

FRENCH 3-4. *Intermediate Course.*

Six hours credit.

First and second periods.

FRENCH 15-16. *Advanced Course.*

Six hours credit.

Third and fourth periods.

Any reasonable shift in the plan of courses will be made to meet the needs of each individual registered. Additional work in the above fields or other fields will be offered upon sufficient demand.

LIVING ACCOMMODATIONS AND EXPENSES

Young men live in Cox Hall and young women in Founders Hall, and all eat in the dining room in Founders Hall. Everything possible is done to build up an atmosphere of study, an undertaking which is made easier by the absence of outside activities which occupy so much time in the regular year. A number of tennis courts and the beautiful woods and hills of the college campus, however, offer adequate opportunity for exercise and recreation.

The expenses of a summer school student are approximately ten dollars a week, and of course would be much less for a student who could live at home. All bills are payable at the Treasurer's office at the time of registration. The ordinary expenses are as follows:

Registration, \$5.00; Tuition, \$4.00 a credit hour; Board, \$45.00; Room, \$10.00. Students wishing laundry done at the College may obtain this service for five dollars for the session.

GEOLOGY

Dr. Perisho

GEOLOGY 1. *General Geology.*

Three hours credit.

To be arranged.

GEOLOGY S3. *Geology and Mathematical Geography.*

Three hours credit.

Fifth period.

This course is designed for students who are planning to teach science in the grades or in high school.

GERMAN

Mrs. Binford

GERMAN 1-2. *Elementary German.*

Six hours credit.

Third and fourth periods.

GERMAN 3-4. *Advanced German Grammar and Composition.*

Six hours credit.

First and second periods.

HISTORY

Professor Newlin

HISTORY 1. *Ancient History.*

Three hours credit.

Second period.

HISTORY S15. *American History or Citizenship.*

Three hours credit.

To be arranged.

EDUCATION 27. *Materials and Methods of Teaching History.*

Three hours credit.

First period.

MATHEMATICS

Professor Pancoast

MATHEMATICS 1-2. *College Algebra.*

Six hours credit.

First and second periods.

MATHEMATICS 3-4. *Mathematical Analysis.*

Six hours credit.

First and second periods.

An advance course will be given upon sufficient demand.

PSYCHOLOGY AND PHILOSOPHY

PSYCHOLOGY 1. *General Psychology.*

Three hours credit.

Third period.

Mrs. Milner

PSYCHOLOGY 6. *Educational Psychology.*

Three hours credit.

Third period.

Professor Shepard

PSYCHOLOGY 9. *Psychology of Personality.*

Three hours credit.

Fifth period.

Professor Milner

COURSES OFFERED

BIOLOGY *Dr. Campbell*

- BIOLOGY 9. *Bacteriology.*
Three hours credit. To be arranged.
- BIOLOGY 11. *Biology Seminar.*
Three hours credit. To be arranged.
- BIOLOGY 12. *Introduction to Biology.*
Three hours credit. Sixth period.
- BIOLOGY S15. *Hygiene.*
Two or three hours credit. Second period.
A course in the fundamentals of hygiene and health education.

CHEMISTRY *Dr. Ljung*

- CHEMISTRY 3. *Qualitative Analysis.*
Three hours credit. Fourth period.
- CHEMISTRY 6. *Quantitative Analysis.*
Three hours credit. Third period.
- CHEMISTRY 7-8. *Organic Chemistry.*
Six hours credit. First and second periods.

EDUCATION *Professor Shepard*

- EDUCATION 1. *Classroom Management.*
Three hours credit. First period.
- EDUCATION 10. *Elementary School Methods.*
Three hours credit. Fourth period.
- EDUCATION 11. *Principles of Secondary Education.*
Three hours credit. Sixth period.

ENGLISH *Professor Furnas*

- ENGLISH 3-4. *Survey of English Literature.*
Six hours credit. First and second periods.
- ENGLISH 19. *General Literature.*
Three hours credit. Fourth period.
- ENGLISH S30. *Masterpieces of the Short-Story.*
Three hours credit. Fifth period.
This course is an advanced course in the department.

FACULTY

RAYMOND BINFORD, *President of the College*

CLYDE A. MILNER, *Dean of the College*

Director of the Summer Session

ERNESTINE COOKSON MILNER, *Director of Personnel*

ELWOOD CHAPPELL PERISHO, *Professor of Geo.*

J. WILMER PANCOAST, *Professor of Mathematics*

EVA G. CAMPBELL, *Professor of Biology*

ALGIE INNMAN NEWLIN, *Professor of History*

PHILIP W. FURNAS, *Professor of English*

F. CARLYLE SHEPARD, *Professor of Education*

HARVEY A. LJUNG, *Professor of Chemistry*

ELIZABETH C. BRUCE, *Associate Professor of Home Economics*

JAMES L. FLEMING, *Associate Professor of French*

HELEN T. BINFORD, *Instructor in German*

Entered at Guilford College, N. C., as second class matter under
Act of Congress August 24, 1912.

61

